

**TOWARDS A CONCEPTUAL FRAMEWORK
OF COACH SUPERVISION FOR INTERNAL COACHES
WITHIN SOUTH AFRICAN ORGANISATIONS**

by

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Declaration

By submitting this dissertation, I, Michelle van Reenen, declare that the entirety of the work contained herein is my own, original work, that I am the owner of the copyright thereof (unless to the extent explicitly otherwise stated), and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

M. van Reenen

December 2015

In loving memory

In loving memory of my husband, Donovan Shaw, who died tragically on 12 September 2009.

Donovan, you always lovingly believed in me and encouraged me to tackle those big challenges. You would be so proud of me now and I can imagine you grinning from ear to ear. I thank you for all that you gave me in our time together.



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Abstract

Worth already \$2 billion worldwide, coaching of managers and executives within organisations is the fastest growing field within the consultancy world. As investing in coaching grows, so does the demand for its assessment by means of coach supervision increase. However, the literature and empirical studies on coaching supervision are few and outpaced by the development of coaching supervision practice in the race against time to claim that supervision is the most effective approach for continuous professional development. For coach supervision to be accepted as viable and relevant to the coaching community, supervision in coaching will need to be something different from supervision in therapeutic disciplines. Therefore, the overarching aim of the study was to describe the views and experiences of internal coaches, managers and supervisors with regards to coach supervision within an internal coaching context of a South African organisation and to develop a conceptual framework of coach supervision.

Qualitative research with casing as a research design and grounded theory as research strategy was employed. Unstructured interviews were conducted with 13 research participants and detailed data was obtained. This was complemented with field notes, open-ended interviews, participant observation, and unsolicited documents. A computer-assisted qualitative data analysis software (CAQDAS) program, namely Atlas.ti, was used during the open, axial and selective coding phases.

The key findings may be summarised as follows: there is value derived from internal coaching; confidentiality, safety and credibility are important considerations for internal coaching efficiency; communities of practice are valuable for internal coaches but are not self-organising; there are issues such as coaching versus mentoring; measuring and communicating the value of coaching, reward and recognition for internal coaches need to be addressed for long-term success; it is important to develop awareness and strategies to better manage ethical dilemmas within coach supervision for internal coaches; important contracts (both formally and informally) need to be identified and put in place within the coach supervision system; the role and purpose of coach supervision must be clear from the start; it is not conclusive whether internal or external placement of the coach supervision role in relationship to the organisation is more favourable; there are unique functions of coach supervision within an internal coaching context and there, are factors in the organisation, including organisational culture, that both support or hinder coach supervision.

The SYSTEMIC supervision model was developed by integrating concrete constructs of the research participants with key scholarly constructs. It posits that coach supervision is an integral and necessary part of internal coaching within organisations and requires a systemic approach due to the multiparty environment and complexities.

Despite the study's shortcomings its aim has been realised with the study contributing by extending scholarly knowledge on internal coaching and coach supervision, as well as providing insights which may be practically applied in coach supervision in South Africa. The study also makes certain recommendations for further research in the field.

Keywords:

Executive coaching

Coach supervision

Internal coaching

SYSTEMIC supervision model

Qualitative research

Case study

Grounded theory

Communities of practice

Systems theory

Coaching culture

Coaching ethics

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List of acronyms and abbreviations

AC	Association of Coaching
CAS	complex adaptive systems
CIPD	Chartered Institute of Personnel and Development
COMENSA	Coaching and Mentoring Association of South Africa
DJ	disc jockey
DRTP	Doctorate Research Training Programme
EBC	evidence-based coaching
EMCC	European Mentoring and Coaching Council
HR	human resources
ICF	International Coaching Federation
KPIs	key performance indicators
MBA	Master of Business Administration
PwC	PricewaterhouseCoopers
ROI	return on investment
RP	research participant
SA	South Africa
SMSs	short message services
UK	United Kingdom
USA	United States of America
USB	University of Stellenbosch Business School

CHAPTER 1

CONTEXTUALISING THE STUDY

1.1. INTRODUCTION

Worth already \$2 billion worldwide, coaching managers and executives within organisations is the fastest growing field within the consultancy world (Fillery-Travis & Lane, 2006; ICF, 2012). This emerging field currently has 47 500 professional coaches (ICF, 2012). The Chartered Institute of Personnel and Development (CIPD) indicated that nearly 80 percent of all the respondents in its study were working in organisations that were investing in one or more forms of coaching. Small wonder therefore that Hawkins (2012: 2) concluded that coaching is one of the “most significant developments in leadership and management practice in the last thirty years.”

As investing in coaching grows, so does the growing demand for its assessment (Hawkins & Schwenk, 2006). This has led to the emerging of coach supervision as buyers require quality assurance, whilst coaches wanting to improve their overall professional development are also seeking quality assurance for their practice (Hawkins & Schwenk, 2006). Therefore, many organisations have required their internal or external coaches to be in supervision (Hawkins, 2014) while most professional coaching bodies have recommended that their members engage with supervision as part of their continuous professional development (Stout-Rostron, 2009). This is hardly surprising since “continuous professional development is a vital aspect of coaching and a critical aspect if coaching is to establish itself as a separate profession” (Passmore, 2011: 6). Thus, supervision in coaching is rapidly evolving from a “nice to have” to a “need to have” (Bachkirova, Jackson & Clutterbuck, 2011: 2).

A relatively new field, coach supervision has emerged from the therapeutic professions of counselling psychology and social work (Hawkins & Shohet, 2010; Moyes, 2009) and those working in this field agree that there is a lack of knowledge as to what coach supervision implies. Therefore, as coach supervision is poorly conceptualised, it is not really surprising that coaching bodies have introduced standards and criteria on supervision for their membership (Stout-Rostron, 2009). Also, supervision is regarded a prerequisite for coaching: “a coach/mentor must maintain a relationship with a suitable qualified supervisor, who will regularly assess their competence and support their developments” (The European Mentoring and Coaching Council (EMCC), 2008). In South Africa (SA), part of The Coaching and Mentoring Association of South Africa’s (COMENSA’s) policy on supervision reads: “supervision offers a context in which practitioners can develop professionally- to re-construct their experience, to reflect, to understand, to design their professional reality and to develop new responses for future practice. It can be described as a collaborative, co-constructed space in which coaching/mentoring competencies are explored and developed” (COMENSA, 2010: 1).

Arguably of more concern than the conceptualisation issue is the lack of practice by coaches (Hawkins & Schwenk, 2006). This is due to amongst others, the lack of clarity about what

supervision involves; a lack of commitment to personal development amongst coaches; a lack of discipline by coaches; the expensiveness of supervision; and coaches preferring to help others rather than themselves (Hawkins & Smith, 2006).

As to the scientific study of coach supervision, various therapeutic supervision concepts, processes and models on coaching supervision have been influential (Moyes, 2009). Some experts welcome this while others call for elements of these models to be applied within a more systemic model of coaching supervision that focuses on contracting, teaching and evaluation (Gray, 2007). Lane (2011) discussed four different types of supervision varying from an expert/apprenticeship application to a more collaborative model. Even though there is movement towards more collaborative supervision, in practice the expert model is still used (Lane, 2011).

The recent global financial crisis has forced organisations to scrutinise their expenditure and returns (Hawkins, 2012) which, in turn, has led to a growing trend to use more internal than external coaches as cost efficiency becomes a driver. In fact, 79 percent of organisations in a study indicated they would increase their internal coaching spend by approximately 40 percent (Ridler & Co., 2013).

Communities of practice provide internal coaches in an organisation the opportunity to collect as a group in assisting each other in their development. There are both similarities and differences between collaborative-oriented supervision and communities of practice. Clearly, the main difference is that the quality control function of coach supervision would be lost if coach supervision was only about developing communities of practice.

Finally, in exploring the differences and similarities between coaching and mentoring, Passmore (2010) discussed the following: coaching is more formal than mentoring and is applied over a shorter period of time. On the other hand, unlike mentoring, which has a career focus, coaching has a performance focus with the coach having a more generalist background including psychology and HR, whilst the mentor's background includes specialist and senior management knowledge. Lastly, the focus of coaching is on the needs of the individual and organisation, whilst mentoring focuses solely on the individual. Overall, the main similarity is that both have a shared set of skills with the purpose of developing the individual towards achievement of their goal and aspirations (Van Nieuwerburgh, 2014).

1.2. PERSONAL INTEREST

Adult learning and leadership development is a topic that always interests me and I have been fortunate to engage with this during most of my career. It was this interest in 2000 that led me to embark on a career in coaching. At that time, there was no formal training or much literature available in SA, so my coaching approach felt very much like a "hit" or "miss". This gave rise to me

becoming part of the pioneer group that completed the first master level course in SA in 2005 from Middlesex University (UK). As most of us worked as independent professionals in isolation, when we came together as a group it facilitated long discussions, heated debates and sharing of ideas and best practices.

My engagement with coach supervision started four years ago when I decided to develop my skills, insights and understanding thereof. From my own experience at the time, coach supervision was not an incidental process between two coaches in a session. I sensed that it differed from coaching and I became intrigued to find out more about it. However, my colleagues didn't really know much about it and literature on coaching supervision was limited. The turning point for me was in 2010 when I embarked on a yearlong training course in coach supervision with a skilled international coach supervisor from the United Kingdom (UK). Not only did I learn techniques and skills but a collegial discussion group also formed which provided the opportunity to discuss and share ideas.

Some five years later and having worked as a coach supervisor, my experiences of coach supervision are varied. However, the main issue for me when working with coaches and buyers of coaching is the general lack of understanding of coach supervision and its associated benefits. However, once informed, there is an agreement and acceptance amongst the parties. Here I am reminded of a project I completed with the City of Cape Town that involved training and educating six key human resources (HR) staff members in coaching and mentoring. The project piloted the implementation of internal coaching and mentoring within the organisation as part of its overall talent development strategy. Quite deliberately, I also introduced the team to coach supervision through educating and debating. They found it valuable and decided to include it in designing their own internal coaching programme.

In addition, working part-time at the University of Stellenbosch Business School (USB), where I am involved in its MPhil (management coaching) programme teaching and supervising students with their coaching practice and coaching frameworks during the year has strengthen my interest in coach supervision and lead to my decision to undertake doctoral research on the subject.

This brief sketch of my personal interest in coaching and coach supervision will suffice¹. Next, I outline the problem that I intended to address with this study.

1.3. THE RESEARCH PROBLEM

Organisations are becoming increasingly interested in internal coaching as external coaching is seen as too expensive (Maxwell, 2011). This has led to a relook of the role and value of the internal coach – a professional within an organisation who, as a formal part of his or her job,

¹ My interest in coach supervision and how it happened that I decided to undertake my doctoral research on it is offered in my behind-the-scenes account or research journey (Chapter 6).

coaches managers and executives (Frisch, 2001). There seem to be two dominant approaches of using coach supervisors within organisations, namely, either through the employment of an external coach supervisor, or by using a trained internal coach. However, in the majority of cases where an internal coaching strategy exists in an organisation, to the best of my knowledge, there is no usage of coach supervision. This is because within organisations, coaching supervision and its associated benefits for internal coaching are largely unknown. Furthermore, coach supervision of external coaches is a more common practice. This is confirmed by the research study undertaken on coach supervision by Hawkins and Schwenk (2006) on behalf of CIPD in the UK, the first ever in the field of coach supervision (Hawkins, 2010). Studying responses from 128 organisers of coaching services and 525 individual coaches, they (Hawkins & Schwenk, 2006) found that 88 percent of organisations of coaching and 86 percent of coaches believe that coaches should have regular on-going supervision of their coaching. However, only 44 percent of the coaches who responded were receiving regular on-going supervision and only 23 percent of organisations provided regular on-going coaching supervision. Even among the minority of coaches who were receiving supervision, 58 percent had only started receiving supervision within the two years preceding the research.

Clearly, the importance of coach supervision is recognised but the practice thereof is lagging behind. There is an extensive discussion in the literature as to the reasons for this impasse. Passmore and McGoldrick (2009) argued that one reason for this is the lack of evidence as to whether supervision is an effective tool for enhancing coaching practice at all. These two scholars suggested that there is a lack of understanding as to how supervision can enhance practice amongst coaches. Hay (2007) advocated that there has been a push for quality coaching which has led to the concern for maintaining standards as well as a movement towards regulating coaching through the development of training and accreditation schemes. "This serves not just the coach but also the profession and the public. Therefore, those in the helping professions have an obligation to be in supervision" (McGivern, 2009: 23).

However, on the other hand, some question whether supervision is relevant for coaches at all, as historically, coach supervision originated from counselling psychology which is seen as a key part of their continued professional development that worked (Butwell, 2006). Therefore, from this point of view, it was a natural evolution to apply supervision to coaching as more counselling psychologists moved into this field.

Nevertheless, key proponents of the field believe that coach supervision is a fundamental part of the continuing professional development of coaches, and that what is more crucial and urgent, is that coaching needs to develop its unique supervision frameworks to make it credible in the coaching profession (Hawkins, 2010; McGivern, 2009). Dawtry (2015) exploring current practice of coach supervision in South Africa using COMENSA guidelines, states that coach supervision is an

under researched field in a relatively new industry. She (Dawtry, 2015:83). states that is an important issue within the coaching field.

At present, literature on coaching supervision is scarce and research limited. The few available empirical studies have been set in a therapeutic context within organisations such as on the role of the clinical supervision of counsellors within organisations (Towler, 2008). The studies that have been set in a coaching context have focused more on the perceptions of external coaches (independent and professional) with regard to coach supervision (McGivern, 2009; Passmore & McGoldrick, 2009). Therefore, the role and nature of coaching supervision of internal coaches remain unknown.

As far as SA is concerned, I could not find a single work on the role and nature of coaching supervision within an internal coaching context at organisations. Based on the preceding, the problem that had to be studied was formulated as follows:

Knowledge as to the role and nature of coaching supervision within an internal coaching context at organisations is lacking.

1.4. RESEARCH QUESTIONS

In order to provide some understanding of the role and nature of coaching supervision within an internal coaching context at organisations, the following key research questions needed to be answered and at the same time guided the study:

- What are internal coaches', coach supervisors' and managers' views and experiences of the role and nature of coaching supervision of internal coaches within an organisation?
- Which theoretical concepts can be inferred from relevant study fields that can be used to illuminate the role and nature of coaching supervision of internal coaches within an organisation?
- How can we as scholars develop a conceptual framework for coaching supervision of internal coaches within an organisation?

1.5. AIMS AND OBJECTIVES OF THE STUDY

The overarching aim of the study was to explore and describe the views and experiences of internal coaches, managers and supervisors with regards to coach supervision and to develop a conceptual framework of coach supervision.

The key objectives were:

- To develop a qualitative research approach to explore and describe the views and experiences of internal coaches, managers and supervisors.
- To study the work of prominent scholars in relevant study fields (coaching, communities of practice, supervision, systems theory and organisational culture) in order to infer theoretical constructs and demarcate research findings that could be used to illuminate internal coaches', managers' and supervisors' experiences and viewpoints regarding coach supervision.
- To develop a conceptual framework of coach supervision by integrating the everyday experiences and viewpoints of internal coaches, managers and supervisors with scholarly concepts.

In addition to the above, I undertook the study to obtain a PhD.

1.6. ANTICIPATED CONTRIBUTIONS OF THE STUDY

In my view, the study would in particular offer new insights and understanding of coach supervision in the following ways, amongst others:

Theoretical

- Contribute towards the field of internal coaching in general and coach supervision, and in SA specifically where the coaching supervision literature is limited and empirical studies scarce.
- Develop a conceptual framework of coach supervision of internal coaches within organisations.

Practical

- Provide insight into the practice of coach supervision of internal coaches for organisations, as well to the broader coaching community.
- Offer guidelines for SA organisations on the implementation of coach supervision within an internal coaching context.

1.7. DEFINING KEY CONCEPTS

Executive coaching, internal coaching and coach supervision are key concepts in the study. Since various definitions of these are found in the field, I explicate how I have defined them for the purposes of the study.

- **Executive coaching**

Definitions of executive coaching abound. For example, "unlocking a person's potential to maximize their own performance" (Whitmore, 1996); "a process whereby the coach works with the

whole person taking into account all the clients' concerns into an integrated plan that has vitality and purpose" (Hudson, 1999); and "helping leaders get unstuck from their dilemmas and assisting them to transfer their learning into results for the organisation" (O'Neill, 2000).

A common theme found in many definitions of executive coaching, is that executive coaching entails a one-on-one relationship of trust aimed at fostering learning and professional growth (Frisch, 2001). While these elements certainly apply, I used the following definition of executive coaching: "Coaching is the focused application of skills that deliver performance improvement to the executive's work in his or her organisation, through robust support and challenge. The coaching process should yield learning and personal development for the executive, and help them to contribute more of their potential. This collaborative relationship will be short-term and practically focused and will be marked by clear, strong feedback" (Hawkins & Smith, 2006).

- **Internal coaching**

Internal coaching can be defined as a "one-on-one developmental intervention supported by the organisation and provided by a colleague of those coached who is trusted to shape and deliver a program yielding individual professional growth" (Frisch, 2001: 242). However, this definition can be somewhat misleading as the internal coach is not a colleague of the person coached but rather a line manager not involved in the same chain of command. A more comprehensive definition and one which I used for the study is offered by St John-Brooks (2014: 3). She postulated the key features of internal coaching as:

- i) "a learning and development activity delivered by one employee of an organisation to another (working in different chains of command)
- ii) aiming to deliver professional growth to the employee and improve their effectiveness
- iii) analogous to external coaching (with all that implies in terms of training, ethical behaviour and professionalism)
- iv) involving two clients – the coaching client and the organisation".

- **Coach supervision**

There are many definitions of coach supervision, for example:

- i) "the process by which a coach with the help of a supervisor, who is not working directly with the client, can attend to understanding better both the client system and themselves as part of the client – coach system, and by so doing transform their work and develop their craft" (Hawkins & Smith, 2006: 147);

- ii) “coach supervision is a formal process of professional support, which ensures continuing development of the coach and effectiveness of his/her coaching practice through interactive reflection, interpretative evaluation and the sharing of expertise” (Bachkirova, 2008: 16); and
- iii) “supervision sessions are a place for the coach to reflect on the work they are undertaking, with another more experienced coach. It has the dual purpose of supporting the continued learning and development of the coach, as well as giving a degree of protection to the person being coached” (Bluckert, 2004).

For the purposes of the study, I have used Hawkins and Smith’s (2006) definition. I further discuss their seminal work on the three main functions of coaching supervision, namely “developmental, resourcing and qualitative” (Hawkins & Smith, 2006), in Chapter 4.

1.8. THE STRUCTURE OF THE DISSERTATION

In this, the first **Chapter**, I have contextualised the study. More specifically, I provided a brief background, explaining the research problem and set out the research questions. I explained my interest in the subject and the study, formulated the aims and objectives of the study and indicated the contributions I anticipated. I also explicated how I have defined key concepts for the purposes of the study.

In **Chapter 2**, I present my approach to qualitative research. First I outline my research philosophy and scientific beliefs; secondly, I describe the key decisions I took as I planned and executed the study; and finally, I present the strategies I employed to ensure quality research.

Chapter 3 deals with the data analysis and focuses on grounded theory. I introduce the organisational context where I conducted the research and offer profiles of the 13 research participants. Here, I discuss how I conducted open, axial and selective coding with the use of Atlas.ti.

In **Chapter 4**, I review the existing literature on coach supervision and internal coaching. More specifically, I discuss the relevancy of the communities of practice literature as it encourages groups to learn and practice with each other. I highlight the complex environment that the coach supervisor operates in and the necessary systemic approach that is needed for this, as well as the impact of organisational culture on coach supervision. Finally, I emphasise the ethical dilemmas of internal coaches.

In **Chapter 5**, I present a coach supervision model. It is a culmination of the findings in Chapter 3 and the literature review in Chapter 4. I also offer feedback I received after a peer debriefing

session held with colleagues as well as the changes I made to the model. Finally, I include feedback I received on a draft of the chapter.

Chapter 6 contains my research journey, a personal narrative of my doctoral research. I reflect on the most important decisions during the execution of the study, as well as my insights, frustrations and learning.

In the final chapter, **Chapter 7**, I present the purpose of the study. Secondly, I provide a synopsis of the study. Thirdly, I offer the contributions and key implications of the study. Fourthly, I demarcate the study's key shortcomings. Fifthly, I propose my own assessment of the study. Sixthly, I present recommendations that I believe merit both practitioners' and scholars' attention. Lastly, I share some personal reflections.

CHAPTER 2

RESEARCH METHODOLOGY AND ITS IMPLEMENTATION

2.1. INTRODUCTION

Qualitative research is ideally suited when a particular phenomenon is unknown and when one wishes to study people's experiences and viewpoints thereof. As I have pointed out, little is currently known about coach supervision and therefore in undertaking research in order to start filling this gap I opted for qualitative methods.

In this chapter, I firstly describe qualitative research and its development; secondly, I introduce my research philosophy and scientific beliefs; thirdly, I describe the key decisions I took as I planned and executed the study; and finally, I present the strategies I employed to ensure quality research.

2.2. WHAT DOES QUALITATIVE RESEARCH ENTAIL?

Many different views as to what qualitative research entails are found in the literature. Babbie and Mouton's (2010: 270) key elements of this research were very useful as I planned the study. These are:

- Research is conducted in the natural setting of social actors.
- The focus is on process rather than an outcome.
- The actor's perspective (the insider or emic view) is emphasised.
- The primary aim is on in-depth ("thick") description and understanding of actions and events.
- The main concern is to understand social action in terms of its context and not to generalise to some population.
- An inductive logic is followed resulting in the generalisation of new hypotheses and theories.
- The researcher is seen as the "research instrument".

In order to obtain a closer understanding of what qualitative research entails, I looked at its development. The moments' typology of eight phases in the development of qualitative research offered by Denzin and Lincoln (2008), who are arguably the two most esteemed qualitative researchers of our time, was particularly useful. Studying it, it became clear to me that there is much more to qualitative research than Babbie and Mouton's (2010) broad features of qualitative research.

Briefly, these moments are:

- The traditional period (1900s to late 1940s) representing a time where qualitative researchers wrote "objective", colonising accounts of their field experiences that were reflective of the positive scientist paradigm (Denzin & Lincoln, 2008: 20). They were concerned with delivering valid, reliable and objective interpretations where the "other" was

alien and strange and with a “slice of life” ethnographies being emphasised by the Chicago school (Denzin & Lincoln, 2008).

- The modernist phase or second phase (1940s to 1970s) is considered the “golden” age where analysis was rigorous and researchers were seen as cultural romantics. During this moment, social realism, naturalism and slice-of-life ethnography continued to be of value. Strategies of inquiry ranged from grounded theory and the case study to the methods of historical, biographical, ethnographical and clinical research.
- The blurred genres (1970 to 1986), the third moment, saw a number of different paradigms, methods and strategies, as well as diverse ways of collecting and analysing data coming to the fore. Two seminal works by Clifford Geertz (the *Interpretation of Culture*, 1973 and *Local Knowledge*, 1983) called for a “more pluralistic, interpretive and open-ended perspective” (Denzin & Lincoln, 2008: 24). Thus, he emphasised “thick descriptions”, using the theory to make sense out of a local situation, as well as highlighting the role of the researcher in the text.
- The crisis of representation beginning in the mid-1980s has made qualitative research writing more reflexive. In addition, the questioning of issues within gender, class and race began (Denzin & Lincoln, 2008). Again, validity, reliability and objectivity became problematic and there was a blurring of fieldwork and writing. In addition, the subject and researcher started to be regarded as partners in the research process (Schurink, 2011).
- The triple crisis, the fourth movement, has highlighted the assumptions that lived experiences cannot be directly captured by researchers (the representational crisis) as well as the problematic criteria for evaluating and interpreting research (the legitimization crisis) from the previous movement were still unresolved. “These two crises shaped the third crisis, which asks, Is it possible to effect changes in the world if society is only and always a text?” (Denzin & Lincoln, 2008: 26).
- The postmodern period emphasises experimental ethnographic writing. In this fifth moment, attempts were made to make sense of these crises, and new ways of developing ethnography started to emerge (see Ellis & Bochner, 1996). Also more action, participatory and activist research was undertaken with more small-scale theories fitted to specific problems and specific situations (Denzin & Lincoln, 2008: 27).
- Post-experimental inquiry (1995 to 2000), the sixth movement, saw the release of AltaMira Press bringing in new authors. These new authors wrote texts that blurred the boundaries between social science and the humanities. They did this by experimenting with new forms of

expression of the lived experiences of research participants such as through poetry, performance and autobiographical.

- The methodologically contested present (2000 to 2004), the seventh movement, brought about conflict, great tension, and even retrenchment. This period represented a backlash to the post-modern and post-experimental form of qualitative inquiry. This has led to the rise of the eighth movement.
- The eighth movement, or the present, is where the current, as well as scholars from the fifth movement onwards are confronted with the evidence-based social movement. This includes more debate on professional and field ethics with the emergence of new technology such as cloning and genetic engineering. In addition, the issue of representation continues, as well as the examining of ways of how research can better serve social justice.

From this very brief overview it should be clear that qualitative research entails a very complex field where each historical moment (Denzin & Lincoln, 2008) is still found to be contributing to the diversity, debate and conflict currently found in qualitative inquiry. It was clear to me that I had to find my way through this complex landscape. Having studied recent qualitative textbooks and having had conversations with my promoter, Professor Schurink, I realised that I needed to position myself with regard to various **broad research approaches** or **paradigms** found in present-day qualitative research. This proved to be very difficult but as I outline next, considering my research philosophy, as well as which general paradigm I felt attracted to, guided me in undertaking the study.

2.3. RESEARCH PHILOSOPHY

It is important for a qualitative researcher to have a clear understanding of, as well as to make explicit his or her philosophical stance, as this enables him or her to plan and execute his or her study and ensure transparency in answering research questions. As Patton (2002) pointed out, the qualitative researcher's commitment to a particular methodological frame of reference informs the study in very specific ways. Eriksson and Kovalainen (2008: 11) summarised the importance of research philosophy in qualitative research as follows:

“At the minimum, the exploration of philosophical concepts assists you in specifying your overall research design and strategy. These will in turn set the directions for your research, how to proceed from your research questions to the conclusions. You will need to make decisions about the type of empirical data that you will collect, how you will analyse it, rules about how to interpret the analyses, and ideas of how to present your conclusions. The exploration of philosophical concepts also helps you in making decisions about the issues that all have effect in your research design: what kinds of questions do you ask in your research, and in what ways can you answer those questions with your research”.

2.3.1. Ontology

An important philosophical concept is ontology, that is, whether to take a detached, objective position believing that the social world is independent of people and their actions, or to hold that social reality is subjective and represents constructions of people who attach meaning to their world (Eriksson & Kovalainen, 2008). With regard to these two viewpoints, Kvale (1996: 41) wrote: "the conception of knowledge as a 'mirror of reality' is replaced by the conception of the 'social construction of reality' where the focus is on the interpretation and negotiation of the meaning of the social world". After having pondered these positions for some time, it became clear to me that I am embracing elements of social construction.

2.3.2. Epistemology

Closely related to ontology is epistemology, which by and large "...defines how knowledge can be produced and argued for" (Eriksson & Kovalainen, 2008: 14).

"Epistemology defines the criteria by which knowledge is possible. In scientific research, epistemology defines and gives structures to what kind of scientific knowledge is available, what are the limits for that knowledge. In addition, epistemology offers us an answer to the question of what constitutes scientific practice and process. Hence there is not just one way of defining the answer for these questions, but several different epistemological commitments and directions exist.

Also, in epistemology there is an objectivist and subjectivist view. According to the objectivist view in epistemology, it is possible that there exists a world that is external and theory neutral. According to the subjective epistemological view, no access to the external world beyond our own observations and interpretations is possible".

As Bryman and Bell (2003) pointed out, a particularly important question researchers have to deal with regarding epistemology is whether social reality can and should be studied by applying principles and procedures used by researchers in the natural sciences. This epistemological position is of course what is today known as "positivism". Coined by Auguste Comte (1798–1857), it proposes that experience provides the only legitimate knowledge (Eriksson & Kovalainen, 2008).

Convinced that one needs to study how people make sense of their realities, I had no hesitation as to reaffirming to myself that my epistemology was not positivistic because I believe that social reality is not objective and cannot be studied by applying principles and procedures used by researchers from the natural sciences. However, the precise position I needed to unravel regarding how internal coaches interpret and understand their worlds was at first not clear to me, since a number of broad approaches or paradigms exist that emphasise a subjective epistemology (Eriksson & Kovalainen, 2008).

Exponents of a constructivist paradigm view the social world as different to the natural, physical world which they believe needs to be studied differently. For them there is no truth out there and “knowledge is constructed through the process of social interchange” (Flick, 2009: 71). In other words, human understanding is derived from an individual’s own experiences and perceptions, which differs from person to person and varies with respect to context and time. Therefore, “reality can only be socially and personally constructed with the subject (together with the researcher) actively involved in a process of meaning construction” (Schurink, 2008: 30).

Certain elements of constructivism are related to postmodernism which has important implications for research. Particularly important here is the position of the researcher which is moved from a centred, authority and neutral position to a more decentralised and self-awareness stance (Grbich, 2004). This, of course, calls into question the widely held belief of the researcher being objective. Constructionists propose instead that the researcher closely interacts with research participants and that interpretation plays a critical role within the research process. In short, research cannot be value free. This realisation, amongst others, led to the practice where the researcher applies reflexivity; that is, the researcher assesses the extent to which their own views play a role in the study.

Another important implication of postmodernism lies in its views with regard to theories of organisations and research methodology. Postmodernism rejects large grand-narratives and instead favours mini-narratives, which are “small-scale situations located within particular contexts where no pretensions of abstract theory, universality or generalisability are involved” (Grbich, 2007: 26). As to methodology, it promotes small-scale, in-depth research with multiple data sources, and individual narratives, that are time and context bound.

Having pondered the preceding for some time, I decided to follow an interpretive or constructivist paradigm. I chose this as it best suited my ontological and epistemological positions. However, applying it was not easy, as will become apparent. Be as it may, I believe in the end my application of the interpretive paradigm reflects what Schwandt (2010) terms a weak version of social constructionism.

Key research decisions, following Mouton’s (2011b) term, namely scientific beliefs, played a crucial role in my constructivist approach. These I turn to next.

2.4. SCIENTIFIC BELIEFS

As is the case in any social research, one needs to obtain clarity on the following: the role and place of theory and literature in the study, research ethics, and in particular the reasoning logic applied to convert findings to theory.

2.4.1. The role and place of theory and literature

The role and place of theory and literature to guide a qualitative study are not clearly defined and are still debated amongst scholars (Delpont, Fouche & Schurink, 2011). As to the role and place of literature in qualitative research, Shank (2006: 116) stated that it is “...an extremely complex and controversial topic within qualitative research”.

“What is the role of the literature review in qualitative research? Do we need to do a literature review to find a research question, much as we do in many forms of qualitative research? Once we find a research question or a target area, do we turn to the literature to help refine our questions or frame our approach? Or **do we avoid the literature altogether, and let the world of experience lead us directly?**”

How do you ...use the literature to support your research? Whether we realize it or not, **a literature review is an argument, and every argument is built by the use of reasoning.** But we know that qualitative research emphasizes different reasoning skills and strategies. How does this affect the nature of the literature review in qualitative research?” (Shank, 2006: 116) (emphasis added).

However, he (Shank, 2006) provided a useful approach to this contentious matter by distinguishing two schools of thought, namely: i) the “**ignorance is bliss**” school, and ii) the school of thought where reading, reviewing and understanding the literature on the research topic **before data collection** is emphasised. Proponents of the “ignorance is bliss” school believe that qualitative researchers should treat data on its own terms. One way a researcher can ensure that such data is given proper weight is to **set aside his or her predispositions, preconceptions and biases and allow the data to speak for itself.** In this school it is believed that reading up beforehand on the research topic simply adds more stuff one is expected to set aside. Thus, they propose breaking up the literature review in **two stages**:

“At the outset, you need to read only enough research and theory to make sure that you are not doing research that has already been done. Once you are well into your research, or perhaps at the end of your data collection, then you return to the literature and review it, based on what you have learned from your field experiences. So, it is not the case that you are avoiding a literature review. You are simply altering its timing, because of your need for having as fresh a perspective as possible when you do your data collection” (Shank, 2006: 117).

In contrast to the preceding, scholars siding with the second school hold that the more one knows about the research topic the better one will fare on planning one’s research.

“In this case, the literature review is not used to show why the research is needed to answer some question. Instead, the literature is reviewed to **demonstrate that our understanding of**

the topic in question is somehow incomplete. Again, it is not the case that we have a wrong understanding of some phenomenon; it is the case that we do not understand it well enough. **But it is important to document the understanding that we do have, and that is the role of the literature review.** Metcalfe (2003), for example, looks at the literature review as analogous to **the testimony of expert witnesses.** By seeking the counsel of these experts, then, you are better informed on your topic and how to proceed” (Shank, 2006: 118) (emphasis added).

I used both “before” and “after” approaches to the literature. I conducted a preliminary review of the literature on coach supervision and related fields in putting the research proposal together. I restrained myself from more intensive literature reviews **prior** to the fieldwork and by and large, managed to remain open to the research participants' experiences and perspectives. Once the interviewees had shared their accounts that included rich data of their experiences and views with me and after I started deriving themes from their everyday experiences, or first order concepts (Schütz, 1962), I turned to the relevant literature, that is, scholars' abstract or second order concepts (Schütz, 1962).

2.4.2. Converting findings to theory

The nature of the relationship between theory and research can be described as a process of deduction or induction (Bryman & Bell, 2011). Thus, induction and deduction strategies can be viewed as “logics of reasoning” (Eriksson & Kovalainen, 2008). The deductive process moves from the more general to the specific. “It requires the specification of main variables and the statement of specific hypothesis before data collection begins” (Patton, 2002). It can be viewed as more of a linear approach (Bryman & Bell, 2011). On the other hand, induction, is iterative and involves the “weaving back and forth between data and theory” (Bryman & Bell, 2011: 13). This is particularly evident in grounded theory. However, these two types of research logic are not clear cut and many researchers use a combination of both, called abduction, during the research process. More specifically, abduction refers to the “process of moving from the everyday descriptions and meanings given by people, to categories and concepts that create the basis of an understanding or an explanation to the phenomenon described” (Ericksson & Kovalainen, 2008: 23). In this study, I applied abduction.

There are two important issues at stake when considering the link between theory and research. “First, there is the question of what form of theory one is talking about. Secondly, there is the matter of whether data is collected to test or build theories” (Bryman & Bell, 2011: 7). Hence, it is important to differentiate between substantive and formal theory.

The theory proposed by utilising grounded theory is called substantive theory, as opposed to formal theory (Glaser & Strauss, 1967). Glaser and Strauss (1967: 32) described the differences between the two as follows:

“By substantive theory we mean that development for a substantive or empirical area of sociological inquiry, such as patient care, race relations, professional education, delinquency or research organisations. By formal theory we mean that development for a formal or conceptual area of sociological inquiry such as stigma, deviant behaviour, formal organisation, socialisation, status congruency...”.

This is also supported by Clarke (2014) who has suggested that the very notion of grounded theory is data-grounded theorising. Locke (2001: 35) better captured the differences in the following way:

“Thus substantive theory is prior to formal theory and is closely linked to the practice domain. It represents the close connection to the empirical reality.... When we speak of formal theory, however, we usual refer to those areas of inquiry that operate at a higher level of generality, such as systems theory”.

Substantive theory also involves the use of abductive reasoning of going back and forth between data and considering it in more abstract ways (Clarke, 2014).

On the other hand, formal theory as opposed to substantive theory, is developed through sampling a number of different substantive settings. Therefore, formal theory has a “greater analytical generalisation” (Locke, 2001: 58).

In the study, the envisaged model closely resembles substantive theory.

2.4.3. Research ethics

While ethics in business and management research is problematic and has hardly developed since the 1960s (Bryman & Bell, 2003), it remains crucial “to be aware of the ethical principles and the nature of the concerns in business research” when conducting research within a business context (Bryman & Bell, 2003: 536).

Particularly important is to realise that ethically responsible research depends on the integrity of the individual researcher and his or her values (Schurink, 2009: 789). Neumann (1996) added that a researcher’s moral code is the strongest defence against unethical behaviour and that honesty and openness are particularly important. Therefore, following Schurink (2009), I explicated to the best of my ability my purpose with the research. In addition, I subscribed to the ethical code of conduct at USB and applied the guiding ethical principles outlined by Durrheim and Wassenaar (1999).

As is practice in qualitative research, I made use of a consent form ² which was agreed upon prior to the research participants' participation. The following were specified:

- i) I undertake that their identity will remain anonymous and that pseudonyms will be used for their identities;
- ii) Participation in the research is voluntary and they can withdraw at any time should they desire to do so.

Having stated my ontological and epistemological positions, indicating my general adherence to the constructionist paradigm, and outlining my scientific beliefs, I next discuss the particular qualitative research strategy I selected.

2.5. CASE STUDY AS RESEARCH STRATEGY

When one looks at the eight moments from a research strategy perspective it is clear that many are at the researcher's disposal, for example ethnography, life history, phenomenology, grounded theory, narrative analysis, and case study, to mention but a few. After careful thought and analysis, I selected case study as research strategy.

The case study is “a rigorous research strategy in its own right” (Cassell & Symon, 2004: 26) which is increasingly used as research strategy (Yin, 2009; Robson, 2002). It is particularly relevant when one wants to obtain an understanding of some phenomenon from rich data collected within a social or organisational context (Cassell & Symon, 2004).

Yin (2009: 18) added: “A case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident”.

According to Fouché and Schurink (2011), there are three types of case studies, namely:

- i) The descriptive or intrinsic case study where the purpose is to describe, analyse and interpret a particular phenomenon.
- ii) The explanatory or instrumental case study where the intention is building or testing theory. The purpose is to gain knowledge about a specific condition or phenomenon.
- iii) The collective case study where a number of instrumental case studies are used.

² See Appendix D.

While it is not easy to choose a particular type of case study (Fouché & Schurink, 2011), I chose an explanatory case study as this supports the purposes of my study.

In concluding this section three important points must be emphasised. First, as Flyvbjerg (2006) points out the perception exists that one can't generalise from a single case study and therefore it does not hold scientific merit. However, he continues: "generalisation is overvalued as a source of scientific development; the force of a single case is underestimated" (Flyvbjerg, 2006: 228), and concludes that it is possible that both human and natural sciences can be advanced by a single case. Yin (2009) agrees and states that just as it is possible to generalise from a single experiment, it is possible to generalise from a single case.

Second, as Yin (2011: 99) notes, there is nevertheless much discourse amongst qualitative researchers about the relevance and nature of generalisations: "... (s)ome would argue that generalizing has a limited role when doing qualitative research". Tracy (2013: 229-231) is correct in saying: "most qualitative researchers would agree that contextualized knowledge, by definition, cannot generalize to other (quite different) scenes in the future" but since the more any research's findings are generalisable the more it will be valued by the research community, many qualitative researchers would agree with Yin (2011: 98) stating: "How to make the actual generalisations from qualitative research ...deserves researchers' closest attention".

Third, many qualitative researchers strive to establish "connections between the findings presented in one study and those of other works"(Tracy, 2013: 205) and use transferability. "(It) is... about how well the study has made it possible for the reader to decide whether similar processes will be at work in their own settings and communities by understanding in depth how they occur at the research site" (Bloomberg & Volpe, 2008: 78).

Finally, a way out of the unescapable impasse dilemma of no single unit or small number of data collection units adequately representing the larger population of units, is to renounce all thinking about samples or populations, and to work from the perspective that single studies are crucial in any research including qualitative studies. Yin (2011: 99-100) writes:

"The challenge of generalizing to other conditions therefore arises with laboratory experiments, for example. How to generalize the results from a single experiment, taking place with a specific group of experimental subjects in a given place and time (and subjected to specific experimental interventions and procedures), also might seem problematic.

With both qualitative studies and laboratory experiments, the objective for generalising the findings is the same: The findings or results from the single study are to follow a process of analytic generalization...Analytic generalization may be defined as a two-step process. The first involves a conceptual claim whereby investigators show how their study's findings are likely to

inform a particular set of concepts, theoretical constructs, or hypothesized sequence of events. The second involves applying the same theory to implicate other similar situations where similar concepts might be relevant... Instead of trying to generalize to the population..., such a study should seek to develop and then discuss how its findings might have implications for an improved understanding of particular concepts...”.

Formulating analytic generalisations clearly necessitates thoughtfully argumentation. While, as Yin, (2011) states, arguments are not likely to be taken as ‘proof’ they have to be presented systematically and logically; the applicable ‘theory’ may at best entail hypotheses. “Confidence in such hypotheses can then build as new studies, again as in the case of experiments, continue to produce findings in support of the hypotheses” (Yin, 2011: 101).

2.6. KEY DECISIONS TAKEN DURING THE QUALITATIVE RESEARCH PROCESS

Qualitative research is first of all cyclical in nature, i.e. a non-linear process where the decision taking steps are typically overlapping (Patton, 2002). While many activities form part of qualitative research, the following appear to be key during the process: i) demarcating the research setting and selecting the research participants; ii) entrée and establishment of researcher roles; iii) data collection; iv) recording and storing data; v) data analysis; vi) representing the data and writing up the report/thesis; and vii) strategies to ensure quality of research.

2.6.1. Selecting the research setting and research participants

When it comes to sampling in qualitative research Yin (2011) offers a useful way to look at this challenge. He points out that there are two levels of data collection units, or unit of analyses, namely: (i) units at the broader level, or some type of geographical, organisational, or social entity, and (ii) units at the narrower level which normally consists of research participants which may also entail policies, practices, or actions.

Clearly one’s challenge is to determine “which specific units to select and why, as well as the number of the units that are to be in a study” (Yin, 2011: 87). While at the narrower data collection level multiple research participants are normally selected “going beyond a single instance at the broader level may be beyond the scope of a single study” (Yin, 2011: 91) since including, for example, more organisations, will require time and research activities one may not have available. If, at the completion of the research, one finds this to be a limitation, one, may, as Yin (2011) points out, propose selecting a second social setting as part of a separate follow-up study.

After discussions with respected colleagues in the coaching community as to organisations where coach supervision is used as part of an internal coaching strategy, I established that there are only two organisations in SA where this occurs. They are both in the financial services industry with their head office in Johannesburg (Company A and B). Company A has implemented coach

supervision for a couple of years while Company B's coach supervision was introduced quite recently. Therefore I selected Company A. Noting the importance of privacy in business research (Bryman & Bell, 2003), I excluded Company B since it is a competitor to Company A and thus could possibly have jeopardised my relationship with Company A.

The primary unit of analysis in the study was individuals, namely internal coaches, coach supervisors, managers and any other key role players within an internal coaching strategy. I initially selected 11 research participants by means of key informants (Schurink, 2011), that is, respected people who had good knowledge of Company A. In selecting the participants I looked for people who had experience of coach supervision, as well as the ability to express their views and experiences.

In addition to purposive sampling I applied theoretical sampling, a particular variation thereof, (Remenyi, 2013) and considered the most important kind of non-probability sampling when selecting primary participants (Babbie & Mouton, 2010). I decided to apply this type of sampling after a discussion on 3 May 2014 with an expert in the field. It was important to add two expert external coach supervisors to the one internal coach supervisor of Company A as part of soliciting the experiences and views of coach supervision. Charmaz (2006) a renowned grounded theorist states that sampling is emergent and "one cannot know which ideas you will need to sample before you begin analysis" (Charmaz, 2006:104). In addition, she (Charmaz, 2006: 115), suggests that one needs "to be open to what is happening in the field and be willing to grapple with it". . The local coach expert and I decided on the two local coach supervisors who while not from the financial services industry, had exposure to other industries.

Lastly, in case study research the context of the case becomes important (Hartley, 2004). Therefore, more background of Company A is given in Chapter 5.

2.6.2. Entrée and establishment of researcher roles

I obtained access to Company A through a person who I knew was employed there. The person who has the authority is called the "gatekeeper" in qualitative research terms. She facilitated approval that the study could be conducted in the organisation and also assisted with the data collection process.

For the purposes of this study, I considered my role as an executive coach and coach supervisor and the influence that it had on the study. I did this by keeping a research diary, in which various issues were explored, such as:

- i) reflections on my identity as a researcher;
- ii) field notes from my observations and my reflections after each individual interview;

- iii) reflections of my experience and feelings at various stages of the research as well as any key insights that arose;
- iv) anything else that I felt could be relevant to the research.

I critically reviewed these reflections from time to time and later on assessed them in light of the results of the study.

As mentioned before, the researcher is the instrument in the research and thus holds various biases, values and constructs with which they view their world. In addition, “every researcher is subject to the influence of their own life experiences and these will frame both the choice of design and more importantly the individual interpretation of the data” (Grbich, 2007: 17). Grbich (2007: 18) thus suggested that one should continuously be aware of the four areas of framing proposed by McLachlan and Reid (1994) during the research process and particularly during the collection and interpretation of the data phases. These are:

- i) Extratextual frames, that is, the accumulated knowledge one has obtained and through which one views the world.
- ii) Intratextual frames or one's internal frames of age, sex, class, etc.
- iii) Intertextual frames, that is, the interpretive frames of disciplines which one has been exposed to.
- iv) Circumtextual frames or one's interpretation of the immediate situation or event.

Keeping these frames in mind enabled me to maintain and build an awareness of how I could negatively influence the research process.

2.6.3. Data collection

I used open-ended interviews, participant observation, and unsolicited documents to collect data.

- **Unstructured interviews**

There are many types of unstructured interviews open to the researcher (Schurink, 2011), such as open-ended interviews where the questions are pre-formulated and only the answers open-ended; unstructured interviews with a schedule where relevant themes are used to guide the interview; and finally, in-depth interviews where questions are developed spontaneously in the course of the interview.

Since open-ended interviews are important to develop trust with research participants I started off with this form. Once we had completed the consent form, I followed Bogdan and Biklen's (2007)

advice and spelt out my research role. I explained the objectives and nature of the study and that I was interested in discovering and understanding their views and experiences.

During the second round of interviews I required a more focused approach. At this stage I needed a strategy that would enable me to be disciplined yet allow flexibility, thus allowing me to follow up on particular views and experiences that emerged from the participants' accounts: I needed to allow them the opportunity to describe these in detail and thus allow for themes to emerge. To achieve this I made use of a schedule in the interviews.

Following Smith's (2008) suggestion, I developed the schedule before I conducted the interviews. This allowed me to think about the areas I needed to cover during the interview but still enabled me to concentrate thoroughly on what the participants were saying. However, I reminded myself to be wary that the schedule should only serve as a guide and that I should not be "dictated by it" (Smith, 2008: 58). I believe that this approach enabled me to probe interesting and relevant points to the study arising from the participants' interests and/or concerns.

Furthermore, I allowed for a more in-depth interviewing as suggested by Hesse-Biber (2006), as I was interested in obtaining the "subjective" understanding of my research participants. In particular, I made a point of being aware of my own authority and the power dynamics of my role within the interview. During the interviewing, I also followed Rubin and Rubin's (2005) responsive style which focuses on conversation. I believe that this enabled the participants and me to become conversational partners (Rubin & Rubin 2005) and facilitated a willingness to share and actively participate during the interviews.

Finally, I took heed of Shank's (2006: 71) warning that "we must allow the case study person's world to be different from ours". I tried my best to listen to what the research participants had to say.

The first round of interviews was conducted in Johannesburg and the second in both Johannesburg and Cape Town at the company's offices. In total, I conducted 20 interviews, ranging between one hour and two hours³.

However, because of their busy schedules, I was only able to conduct one interview each with some of the managers and external supervisors.

³ Please see Appendix E.

- **Participant observation**

Participant observation refers to research characterised by a prolonged period of intense social interaction between the researcher and the participants in the milieu of the latter, during which time data, in the form of field notes, is unobtrusively and systematically collected (Schurink, 2011).

As suggested by Yin (2009), a case study takes place in a natural setting and therefore observational evidence is useful in providing additional information about the topic under study. There are two types of observational methods, namely participant observation whereby the researcher is actively involved, or direct observation, where the researcher takes a more passive role (Yin, 2009; Eriksson & Kovalainen, 2008).

When I visited the organisation and was waiting for the interviewees I had the opportunity to directly observe how people went about their work. More importantly, during the interviewing I was able to observe body language and facial expressions of the participants⁴.

- **Unsolicited documents**

Finally, I collected unsolicited documents, which are documents that had not been produced at the request of the researcher (Bryman & Bell, 2003). It goes without saying that many different types of documents kept by individuals and organisations are available. Examples of personal documents are diaries or photos while types of public documents include policy documents, minutes of meetings and statistical information.

Particularly important for the study were the company's 2011 annual report, its website pages, and its internal coaching contracts.

2.6.4. Data capture and storage

It is important in qualitative research to make explicit how the rather large volume of data is captured and safely stored. Firstly, I sought the participants' permission to audio-tape the interviews. These I later transcribed after having taken heed of the challenges in ensuring transcription quality and strategies to minimise these, as suggested by Poland (2002). I only transcribed aspects of what I thought was important for the study. Also, as it was important for developing realist tales⁵, I made sure that I had a wide and in-depth account of the participants' voices. Secondly, whilst in the field, I made field notes which were very helpful in relating occurrences, such as words, expressions, interactions and social processes to people and/or events. These linkages were important since they assisted me in selecting further incidents of

⁴ These I included in the field notes I compiled afterwards.

⁵ Please see Chapter 3.

people and behaviours and to establish and verifying evolving ideas, themes and typologies (Schurink, 2011).

I compiled the field notes as soon as I could after the interviews so as not to lose any data (Schurink, 2011). In compiling them I followed guidelines proposed by Schatzman and Strauss (1973), Richardson (2004), and Schurink (2011). These are the following:

- i) Observational notes (ONs) or notes on what happened and what I experienced or heard etc.
- ii) Methodological notes (MNs) or reminders, instructions and critical comments to myself regarding data collection, how I conducted the interviews, critical questions about my role, how I tried to build rapport with the participants, and concerns between my own values and responsibilities to them.
- iii) Theoretical notes (TNs) or my systematic attempts to derive meaning from what the research participants shared with me, speculations about what I was learning, the themes that were emerging, and connections between pieces of data.
- iv) Personal notes (PNs) or my critical reflections on my feelings during the research.

Spending time reflecting upon, then writing up impressions and perceptions of the emerging issues and dynamics recorded in my field notes, as recommended by Banister, Burman, Parker, Taylor and Tindall (1994), was valuable as it provided data on how the research had been conducted and also later during the data analysis and interpretation phases.

Finally, as I have indicated, I used a research diary, which contained logs of my time and activities within the field and my personal feelings. This diary was set up on my iPad for ease of convenience and became an important source when I compiled the internal audit or “the story behind the story” (Schurink, 2011).

I stored all the data safely in a cupboard in my office and did a weekly backup of my iPad and personal computer onto a hard drive.

2.6.5. Data analysis

When the qualitative research process becomes intensive and more structured one tends to focus on analysing and making sense of the data. You typically organise what you collected in the field and classify and code it (Patton, 2002).

In analysing the data, I used a combination of both informal and formal strategies that at times overlapped. At the beginning, I conducted preliminary analysis through the writing of field notes. Hereafter I used the formal method of grounded theory.

- **Grounded theory**

Grounded theory is particularly useful when we have little or no knowledge of an area or when there is a need for new theoretical explanations built on previous knowledge to explain changes in the field. Its strength is that it can tease out the depths of an experience or even elements of an operation of a setting (Grbch, 2007).

Grounded theory was first proposed by Barney Glaser and Anselm Strauss in 1967 (Dunne, 2013; Bryant & Charmaz, 2010) with its roots derived from symbolic interactionism (Goulding, 1999). At the heart of this perspective is the notion that society, reality and self are constructed through interaction and thus relying on language and communication. Therefore, it assumes that people can and do think about their actions rather than automatically responding to impetuses (Charmaz, 2006).

Another philosophical underpinning of grounded theory is pragmatism which stems from the thinking of 19th century intellectuals, namely Charles Peirce, William James, George Mead and John Dewey (Remenyi, 2013; Corbin & Strauss, 2008). For pragmatists, knowledge is best sought from action and achieving some desired outcome. In other words, pragmatist research must be practical and solve a problem (Remenyi, 2013)⁶. Furthermore, it is also very much concerned with the linking of theory to practice and vice versa (Schwandt, 2010; Remenyi, 2013). More importantly, it was designed for theory building and not theory testing (Remenyi, 2013; Suddaby, 2006).

Reflexivity is an important tool within grounded theory. As Mruck and Mey (2007: 519) said: "reflexivity is a chance for researchers to rethink, ground or justify their own decisions and to communicate the process of theory development to their co-researchers as well as to research participants". Reflexivity is also useful for identifying areas of potential research biasness (Robson, 2002); influences, if any, I may have had on the research as a researcher (Seibold, 2011). Within this research, reflexivity is a process that I continuously engaged with and which is captured in my research diary. I also wrote memos, an essential part of grounded theory (Dunne, 2014)⁷.

It is important to note that grounded theory is a recursive process rather than a linear one, and therefore the researcher can be seen moving forwards or backwards from the data. As such, theoretical sensitivity is important and is a term linked to entering the field with an open mind and

⁶ This is particularly important in the context of the present study context as USB is a business school with a practice-based PhD programme.

⁷ Memo writing helps to "focus one's inquiry and stay close to the data" (Hood, 2014: 115). I used the memo feature on Atlas.ti to do this during the coding process, as well as in the research diary that informed my research story; please see Chapter 6.

with as few preconceived ideas as possible (Chen & Boore, 2009). Birks and Mills (2011: 59) explained it as follows: “It reflects the sum of your personal, professional and experiential history; it can be enhanced by various techniques, tools and strategies; it increases as the research progresses”. They further defined it as “the ability to recognise and extract from the data elements that have relevance to the emerging theory” (Birks & Mills, 2011: 176).

Theoretical sampling refers to “sampling carried out so that emerging theoretical considerations guide the selection of cases and/or research participants” (Bryman & Bell, 2007: 733). It is closely related to theoretical saturation. Theoretical saturation entails: “...the point when emerging concepts have been fully explored and no new insights are being generated” (Bryman & Bell, 2007: 733). It is another important aspect of grounded theory and is reached when no new information arises from the subsequent collected data (Locke, 2001). Not obvious, even to experienced researchers because of the iterative nature of grounded theory (Suddaby, 2006), saturation may nevertheless be described as the practical outcome of a “researcher’s assessment of the quality and rigor of an emerging theoretical model” (Suddaby, 2006: 639). Thus, it depends on both the empirical context and the researcher’s experience and expertise (Suddaby, 2006).

The grounded theory framework for systematic qualitative analysis has three phases of coding, namely open, axial and selective (Dey, 2004)⁸. Each type of coding has its own purpose and they are not separate processes but rather entwined with each other (Chen & Boore, 2009). For example, in open coding, the data is broken down and closely examined, whilst during the axial coding phase, the broken down data is integrated into sub-categories. The final phase (selective coding) involves integrating these sub-categories further into core categories or concepts. In other words, grounded theory is focused on the concepts that emerge from the data and therefore can be seen as a process of conceptual abstraction rather than merely describing the data (Holton, 2010; Goulding, 2002).

- **Use of computer-aided qualitative data analysis software (CAQDAS)**

Analysing qualitative data is not easy. Historically, this was done manually by using various techniques such as cut and paste and note cards (Basit, 2003). Today, however, after some 20 years in existence, there are numerous computer-aided qualitative data analysis software (CAQDAS) packages available. Some of these are: Atlas.ti, Code Miner, Ethnograph, HyperRESEARCH, Kwalitan, MAXqda, Nud*IST, N4, N6, NVivo, Qulrus and TextQuest (Smit, 2005). Using software packages for the coding of data is on the increase (Basit, 2003). In general, CAQDAS is useful for organising, categorising and searching data especially when there are large quantities of data or texts, which is normally the case (MacMillan, 2005). The main benefits can be

⁸ Please see Chapter 3 for a more detailed discussion of open, axial and selective coding.

seen as “adding intellectual sophistication to the process is in good data management, closeness of data, speed of searches, rigour and audit trail” (Smit, 2005: 110).

Finally, no matter what computer package is used, it does not take away the thinking process because at the end of the day, as Corbin and Strauss (2008: 163) indicated: “thinking is the heart and soul of doing qualitative analysis. It is the engine that drives the process and brings the researcher into the analytical process”.

I used the Computer-Aided Qualitative Data Analysis Software (CAQDAS) called Atlas.ti to assist me to better manage and analyse data, and improved the rigour of the data analysis with scientific network displays. I selected Atlas.ti as my choice of package as it has features such as memoing and the code manager which supports the undertaking of a grounded theory approach study (Frieze, 2012).

2.6.6. Representation of the data

Something that newcomers to qualitative research need to learn is that contemporary qualitative literature emphasises the intricacies and challenges of qualitative writing (Schurink, 2012).

The writing up of data is important and there are different styles of qualitative writing that even include poetry and metaphors (Eriksson & Kovalainen, 2008). Whilst writing the report, I carefully considered who my audience was and paid attention to conveying my thoughts and research decisions to them clearly (Flick, 2009). In doing this I applied different tales or writing styles. Sparkes (2002) proposed, amongst others, the following: i) scientific tales that imply a more scientific and objective style and which are typically used to write up the literature review; ii) realistic tales which gives voice to the “other” or research participants and are quotes from their accounts; and iii) confessional tales, or the personal notes of the researcher reflecting his or her struggles and challenges during the research. In addition to these, there is the auto-ethnography style.

In the dissertation I used elements of both scientific, realist, confessional and auto-ethnographical writing styles.

2.7. QUALITY OF THE STUDY

An important decision one needs to make when designing a qualitative research study is to start thinking on how, and according to what principles and logic your claims and analysis will be formulated and substantiated. Differently put, you should consider how you are going to ensure that you do quality research.

From the literature on contemporary qualitative inquiry, it is clear that assessing qualitative research has received considerable attention in recent years. An important first development was that, researchers became increasingly critical of using research criteria based on the quantitative paradigm; they argued that this, based on positivism, is incompatible with qualitative research (Schurink, 2009). Especially post-modernists challenged with renewed intensity any evaluation criteria which strive to measure the quality of qualitative research. According to them, not only are these criteria incompatible with the features of qualitative research but it is unfair to use criteria based on positivism to assess qualitative (interpretative and constructivist) research (Schurink, 2009). As Bryman and Bell (2003) pointed out, they consequently argued that a separate set of evaluation criteria is needed. Particularly important here are the alternative constructs proposed by two prominent qualitative researchers, Lincoln and Guba (1985). They proposed **four** alternative constructs which they believe reflect the assumptions of the qualitative paradigm more accurately. These are:

- **Credibility**

Credibility of the results may be claimed via a prolonged engagement and persistent observation in the field (Schurink, 2011). Therefore, I ensured that I spent sufficient time in the company. Another way to ensure credibility is through triangulation. Banister *et al.* (1994) stated that triangulation makes use of combinations of methods, investigators and perspectives, thus facilitating richer and potentially more valid interpretations.

I maintained a reflective research diary by intermittently critically analysing my feelings and thinking during the study. In addition, after the final round of interviews, I conducted member checks (Babbie & Mouton, 2010) where I e-mailed the analysed texts to the participants asking them to check that I had constructed what they had conveyed to me⁹.

I also engaged in peer debriefing as suggested by Babbie and Mouton (2010). More specifically, I had intermittent discussion sessions with my promoter. I also requested selected interested scholars, and doctoral colleagues with whom I had a good relationship, to comment on various processes such as my data gathering techniques, interpretation of the data and development of the framework.

I believe that taken together these methods facilitated the process of triangulation in the study in that “it satisfies more fully most of the formal criteria for ensuring validity” (Davies, 1999: 85).

⁹ Only one research participant did not participate in the member check activity due to her heavy work schedule.

- **Transferability**

This refers to the “extent that the findings can be applied in other contexts or with other respondents” (Babbie & Mouton, 2010: 277). Lincoln and Guba (1985) suggested the following strategies for transferability: thick descriptions of the data and purposive sampling. During the data collection and analysis phase, I ensured that I collected detailed descriptions of the context and reported on all of them in a precise and detailed manner. I also used purposive sampling in selecting the case site and the participants.

- **Dependability and confirmability**

Dependability implies the replication of the research, in that the same findings can be repeated, whereby the same instrument and data gathering processes are conducted in a similar research sample and under similar conditions (Lincoln & Guba, 1985; Babbie & Mouton, 2010). “Confirmability, on the other hand, is the degree to which the findings are the product of the focus of the inquirer and not the biases of the researcher” (Babbie & Mouton, 2010: 278). A detailed audit trail that is properly managed can be used to simultaneously prove dependability and confirmability (Lincoln & Guba, 1985; Babbie & Mouton, 2010).

The auditing trail is a systematically maintained documentation process of the researcher’s continuous critical analysis of all decisions and actions taken during the entire research process (Schurink, 2011). It allows our interpretations to be better understood and validated by the reader. It also informs them of our own involvement within the study (Schurink, 2009). In developing this for the study, I used a combination of field notes and a research diary.

Finally, I also employed reflexivity to which I turn next.

- **Reflexivity**

Reflection is the most distinctive feature of qualitative research and entails an attempt to make explicit the process by which the material and analysis are produced. In addition, it “allows researchers to become aware of their positionalities, gender, race, ethnicity, class and any other factors that are relevant to the research” (Hesse-Biber, 2006: 143). In other words, how I produce knowledge as a researcher, what kind of knowledge it is and how I can relate this new knowledge to other knowledge that I already have (Eriksson & Kovalainen, 2008). Wilkinson (1988) stated that at its simplest, reflexivity may be considered disciplined self-reflection. It can also be described as “the researcher reflecting on her or his own experience and role within the conduct of the research” (Banister *et al.*, 1994: 54).

I continuously reflected throughout the study which made me aware of my values and biases that could negatively influence the study.

2.8. CONCLUSION

In this chapter, I discussed the research methodology I used in the research. More specifically, I i) described qualitative research and its development; ii) introduced my research philosophy and scientific beliefs; iii) gave an overview of the key decisions I took during the execution of the study; and iv) outlined the strategies I employed to ensure quality research.

CHAPTER 3

APPLYING GROUNDED THEORY TO MAKE SENSE OF THE RESEARCH PARTICIPANTS' EXPERIENCES AND VIEWS OF COACHING AND SUPERVISION

3.1. INTRODUCTION

In this chapter, I describe how I applied grounded theory to make sense of the rich data the research participants shared with me. More particularly, I first outline the coaching and supervision in the organisation where I undertook the research; secondly, I introduce the research participants; thirdly, I present initial key themes that I derived from the accounts of the participants with the Atlas.ti software. In the remainder of the chapter I describe open, axial and selective coding phases which Strauss and Corbin (1998) developed in their grounded theory approach.

However, before presenting the research participants' experiences and views of coaching and supervision, an overview of the place and extent of coaching and supervision in the organisation where I undertook the research and an introduction of the research participants are in order.

3.2. THE CONTEXT OF COACHING AND SUPERVISION WITHIN THE RESEARCH SETTING

The research setting, that is, the organisation where I conducted the research, is a leading African corporate and investment bank and part of one of the largest financial services groups in Africa. They offer their clients innovative, value-added advisory, funding, trading, corporate banking and principal investing solutions. The organisation has access to a network of retail banks in 25 African countries including representative offices and subsidiaries in the United Kingdom, India, China, and the Middle East with its head office in Johannesburg. It was founded in 1977 by three entrepreneurs and was originally run as a small family business. It has grown significantly over the past decades and today has some 1600 employees.

Initially, coaching was introduced into the organisation by using external coaches on an ad hoc basis. In 2009, the then senior coach and later internal coach supervisor set up the Coaching and Mentoring Centre of Excellence (COE) within the Human Capital Division. The centre's main objective is to use coaching (both internal and external) to enhance the personal and professional development of individuals, managers and teams in the organisation. The first group of internal coaches (18 people) was trained and accredited in March 2010 with a second group (15 people) in May 2012. Of these 33 internal coaches, only 22 are still coaching (less than 63%), including the internal coach supervisor. Currently (November 2014), a group of 21 are being trained as internal coaches.

In 2009, coach supervision was established by the COE head, as she had had some supervision experience and recognised its value for the organisation. Without any formal training in coach supervision, she became the organisation's internal coach supervisor as well. Her position as head of COE entails multiple roles and responsibilities, namely internal coach, internal coach supervisor,

manager of the coaching and mentoring unit, managing coaching and mentoring initiatives and providing staff members either with a suitable internal or external coach.

The organisation's supervision has evolved, through trial and error since its inception. During an interview on 18 August 2014 with the internal supervisor, the current form of supervision came to light, as follows:

- i) One-on-one supervision, initiated by the internal supervisor takes place every quarter. The purpose is to debrief coaching sessions, discuss coaching tools and explore ways to improve coaching. Since the internal coach supervisor found it increasingly difficult, amidst her other role responsibilities, to provide supervision to all the internal coaches, the individual sessions have been replaced by group sessions since January 2014.
- ii) Group sessions entail discussions with five small groups each consisting of four or five people. The focus of these discussions is to provide de-briefing of coaching sessions, to provide the opportunity to coaches to reflect on their role, and for the members to share learning. These sessions are held every second month.
- iii) Bi-monthly master classes focusing on the professional development of internal coaches were introduced in January 2014. The classes are co-ordinated by the internal supervisor and external facilitators are used to incorporate the learning and revision of skills.
- iv) Benchmarking triads conducted by external coaches on a rotation basis follow the scheduled master classes. The internal coaches are required to attend four out of six sessions which are provided in alternate months. The objective is to provide the internal coaches with feedback on their coaching skills and competencies as well as to highlight areas of improvement.
- v) A monthly gathering where the internal supervisor sets a date for all coaches to meet. At these gatherings there are discussions about, amongst other, items, trends and tools. However, in January 2014 these gatherings were incorporated into the bi-monthly master classes.

In addition to the preceding, coaches can also receive coaching or mentoring from an external coach should the need arise.

3.3. THE RESEARCH PARTICIPANTS

I first met and established contact with the internal supervisor in 2011 whilst exploring options for my fieldwork during the development of my proposal. In 2012, once the proposal had been accepted, I had further discussions with her about obtaining permission for my study as I deemed the organisation to be suitable. She agreed and permission was later granted. Therefore, she became the gatekeeper and my informant within the study. I worked closely with her and she

assisted me in selecting the participants. She was also strategic in introducing me to them as well as helping in the setting up of the interviews. In selecting people to take part in the study I chosen participants I believed had the experience and ability to share their experiences and views of coaching and supervision.

Originally I conducted interviews with 11 research participants from the organisation. Following a peer briefing session with a local subject expert I decided to include two highly experienced local coach supervisors as well. The demographics of the participants are listed in Table 3.1.

Table 3.1: Demographic profile of research participants

PARTICIPANT	GENDER	AGE GROUP	EDUCATIONAL LEVEL	YEARS IN ORGANISATION
RP 1	Female	40-49	Masters	4
RP 2	Male	50-59	Masters	10
RP 3	Male	40-49	Honours	5
RP 4	Female	40-49	Masters	9
RP 5	Female	40-49	Higher Diploma	24
RP 6	Female	30-39	Honours	12
RP 7	Female	40-49	PhD	14
RP 8	Male	40-49	Masters	8
RP 9	Female	40-49	Higher Diploma	8
RP 10	Female	40-49	Bachelors	17
RP 11	Female	40-49	Bachelors	6
RP 12	Female	60-69	PhD	N/A
RP 13	Female	50-59	PhD	N/A

The majority of the research participants were female and in the 40-49 age group. Seven of the research participants had masters and PhD qualifications. The number of years in the organisation ranged from four to 24 years with the majority being ten years and less. Except for one research participant who was of African origin the rest were white¹⁰.

Having outlined the context of coaching and coach supervision within the research setting and introduced the research participants, we can now turn to analysing their views and experiences of coaching and supervision by employing grounded theory.

¹⁰ Given the historical context of South Africa, race is still a salient category. In this case white is used to refer to those who were franchised and categorised as white within the apartheid system.

3.4. MAKING SENSE OF THE RESEARCH PARTICIPANTS' ACCOUNTS BY APPLYING GROUNDED THEORY

In my application of grounded theory I used Strauss and Corbin's (1998) three coding steps to make sense of the data. In the remainder of the chapter I will describe each coding phase, how I applied it, and offer the results I obtained.

3.4.1. Open coding

This first form of coding is about “breaking the data apart and delineating concepts to stand for blocks of raw data” (Corbin & Strauss, 2008: 198). In particular, open coding involves word by word and line by line questioning of the data in order to identify concepts and categories so that the data can be broken apart. Subsequently, data is compared and similar incidents are grouped together and given the same conceptual label; this is called categorising. This means that a method of constant comparison is used when the new data is gathered. In other words, there is constant critique of data that will enable one to break open the text and lead you to specific examples of this (theoretical sampling) in a process of induction (inferences from observation), deduction (reasoning from general to particular instances) and verification (double checking or cross-checking against data) (Grbich, 2007). Within this process, theoretical memos are used which comprise a record of identification of both indicators and categories from the database and their link with concepts. Observational and critical questioning of what one observes and reflects upon is also conducted (Grbich, 2007)¹¹. As codes and memos accumulate, one starts to see relationships between them. This process is called theoretical coding. As Schurink (2011) pointed out, theoretical codes emerge from the process of open coding and theoretical memos, and enable you to weave a new story from the fragmented codes generated through the open coding process.

Charmaz (2006) suggested that one needs to remain open and stay close to the data; you should keep your codes simple and precise, you should develop short codes, and preserve actions; compare data with data and move quickly through it. Therefore, initially I coded the data manually.

I read through all the interviews and on 3 April 2013 coded the first three. Then I stopped and reflected, and checked the codes for errors. For example, I noticed that I had coded at a too high level and repeated some codes. I corrected this and then coded the rest of the interviews. Constantly questioning myself (Birks & Mills, 2011), this process took me three months.

I started using Atlas.ti on 16 July 2013. I continuously compared the concepts that I had generated manually with what I derived from the software. This was completed on 2 September 2013. I felt convinced that the process was properly done and drew up a code list of 790 concepts. I critically reviewed the coding once again and focused on checking for potential problems including coding

¹¹ This enhanced the internal audit developed during the study.

at a too general level; identifying topics instead of actions and processes; overlooking how people construct actions and processes; attending to disciplinary or personal concerns rather than participants' concerns; and coding out of context, that is, using codes to summarise but not to analyse (Charmaz, 2006), I later reduced the list to 590¹².

3.4.2. Axial coding

Next I applied axial coding. It can be viewed as “comparing the conceptual elements in order to clarify the relationships between the categories and their properties” (Locke, 2001: 51). Therefore, axial coding is moving to a higher level of abstraction and is “developed by specifying relationships and delineating a core category or constructs around which the concepts revolve” (Goulding, 2002: 78). Axial coding involves putting the data together in new ways through making connections between a category and its subcategories. The focus of this is to propose linkages, as well as find validation in the data. In other words, it is to move between asking questions, generating propositions and making comparisons.

Using Atlas.ti, I further reduced the 590 concepts identified during the first phase by regrouping and placing subcategories together. Eventually I grouped the subcategories under higher-order categories (main categories). In Atlas.ti language these groups are called families¹³. The main categories developed by applying axial coding are presented in Table 3.2 below.

¹² Please also see Appendix H.

¹³ Please also see Appendix J.

Table 3.2: Main categories constructed by applying axial coding¹⁴

Main categories	Axial coding (verbatim*)	Research participant
The value of the communities of practice network	sharing of common experiences, confidential and safe space , support	RP9, RP2, RP11
	sense of belonging and special connections	RP11, RP2
	additional resource	RP11, RP9
	not self- organising	RP9
Coaching importance – (internal coaches)	contracting in relationship important, important to frame coaching, you choose the amount of work, pay it forward,	RP9, RP10
	have quality and standards, level of professionalism, maintain our reputation, prestige attached to coaching, selecting good coaches, self-selection by coaches	R9, RP10, RP11
Coaching importance – (managers)	properly trained ,coaching credible, confidentiality is crucial, safety	RP5, RP6
Coaching value – (internal coaches)	also improved in own job and person, bring meaning and impact, support to changes value from coaching community, reward-feedback from clients, start personal journey, support function to other initiatives	RP11, RP9
Coaching value – (managers)	harnessing strengths, improve your skills, better deal with issues, better manage, better self-awareness	RP3, RP5
	developmental tool, good learning, help improve teams, know and understand strengths, recommend to team	RP5
Coaching value – (organisation)	access more of organisation, better understand organisation, cheaper alternative, develop cultural change, improve organisation HR processes	RP6, RP8
	include development programme,	RP2, RP6, RP8

¹⁴ Since the last two interviews with participants RP12 and RP13 were conducted after this exercise, I manually added in the codes derived from the data I obtained from these two participants and therefore they are excluded from the table.

Main categories	Axial coding (verbatim*)	Research participant
	innovative process, self-development impacts bottom line, skills apply to all people interactions, unlocking talent	
Coaching problems – (internal coaches)	internal lesser than external perception, not coaching, not included in appraisals, take on more clients	RP2, RP8, RP10, RP11
Coaching problems – (managers)	coaches too senior, day job priority, difficult to measure, don't understand coaching, give back to organisation	RP5
	insufficient requests, not core skill, not experienced, not paid	RP3, RP5, RP6
Contracts – (formal)	coaching and confidentiality agreement	RP4
Contracts – (informal)	coach and client, no code of conduct, no constraint of trade no reports to managers, supervisor and coach	RP4, RP10
Coaching dilemmas (from coaches', supervisor's and managers' perspective)	cannot bring full selves, client leaves the organisation, client not paying, client's agenda versus organisational interest	RP1, RP4, RP6
	confidentiality issues, conflict of interest, continuous cancellation or postponement, dual role	RP1, RP3, RP4, RP5, RP10
	environment context, know nothing, line manager demands, mentoring versus coaching, own manager does not approve of coaching	RP1, RP2, RP4
	appropriate reward and recognition, client negative perceptions, confidentiality versus illegal	RP3, RP6
	day job priorities, giving back sufficiently	RP1, RP2,
	coach wants to leave organisation, good enough internal process, more value from external coaches, negative stories versus ambassador, trust	RP6
Internal supervision dilemmas –	applying different methodology,	RP3, RP4, RP6

Main categories	Axial coding (verbatim*)	Research participant
(from internal supervisor's and managers' perspective)	coach non-performance, large responsibility role, mentoring versus coaching, multiple roles, remain independent, selection of internal coaches	
Managing dilemmas	boundary management, benchmarking session, can't coach subordinate, capacity, creating awareness, difficult if a personal issue of client	RP1, RP4, RP5, RP8, RP10
	other coaches, supervision, transfer client to another coach, use own discretion, arm's length distance	RP1, RP2, RP4, RP5, RP8, RP10, RP11
Factors that discourage supervision	confidentiality dilemmas, difficult organisational culture, feedback not a good coach	RP3, RP8, RP10
	if no suitable person, lack of understanding of coaching, lack of understanding of supervision	RP2, RP9
	resistance to rules and regulations	RP9
Factors that promote supervision	coaching obligation, efficiency, flexible to changing environment, integral to other programmes	RP2, RP9
	investing in coaching community, organisational culture of transparency, honesty and feedback, owner/manager culture respect for expertise,	RP8, RP10
	producing evidence, quality assurance	RP2, RP8, RP10
	support from top, ensuring return on investment (ROI)	RP6, RP8
Supervision – internal (for)	accessibility, cost saving, culture and values, discuss with manager value of coach	RP1, RP2, RP3, RP4, RP5, RP6, RP9
	interest of organisation, intimate understanding of organisation, know skill level of coaches, know what the coach is going through	RP2, RP4, RP8, RP9, RP11
	loyalty, matchmaking process, more effective due to insider knowledge	RP2, RP8, RP11
	more tailored, needs to be part of	RP8, RP9, RP11

Main categories	Axial coding (verbatim*)	Research participant
	process, proactively to offer services to needs	
	understand systemic issues	RP4
Supervision – internal (against)	check supervisor-supervisor, demanding role	RP1, RP4
	doesn't challenge coaches not pitching, increasing demands, multiple roles	RP1, RP11
	one person, work at managing perceptions	RP1, RP4, RP6
Supervision – external (for)	better management of confidentiality of clients, challenge harder, coaching techniques and training	RP1, RP10
	depth of experience, ethics (supervisor), less burden (supervisor), flexibility, independent	RP1, RP4, RP5, RP8
	loyalty, more challenging towards coaches not pitching	RP5, RP11
	more safety, multiple client experiences, multiple perspectives	RP1, RP5, RP6, RP10
	professional standards (supervisor), stretching experience	RP4, RP10
Supervision – external (against)	don't understand the organisation, nature of business and people, in it for themselves, less personal style, no impact with managers	RP2, RP5, RP6, RP9, RP11
	not close enough to keep coaching relevant, not understand pressure of voluntary role, one size does not fit all, sustainability	RP5, RP9
Supervision – purpose (internal coaches)	community of coaches, continuous learning and growing, co-ordinates external coaches, critical eye	RP1, RP2, RP8, RP9, RP10, RP11
	develop and organise, formal process, different perspective, efficiency of coaches, ensuring accreditation of coaches	RP1, RP2, RP9, RP10
	ensuring adding value, ethical requirements, practice requirements, feedback on own coaching, focus on client	RP1, RP2, RP9, RP10, RP11

Main categories	Axial coding (verbatim*)	Research participant
	Integrated, maintain ethics, maintain standards	RP1, RP10
	managing reputation, monitoring and tracking, newly qualified, objective space	RP1, RP2, RP11
	organising the coaches for other programmes, quality control, safe place	RP1, RP8, RP9
	same methodology, screening clients, sounding board, support training	RP1, RP2
Supervision – purpose (managers)	governance role, maintaining professional standards, procedures for breach of safety, safety	RP6
	apply best practice, appropriate matching, checking, consistent methodology	RP3, RP6
	continuous learning and development, credibility, establish coaching community	RP3, RP5, RP6
	maintain ethics, maintain standards, manage reputational risk, more experience	RP3, RP6
	problem solving, provide framework, modalities and models, share problems, support, train	RP3, RP6
Supervision – purpose (organisation)	accredited, brand credibility, compliant, professionalism	RP1, RP4, RP6
	consistent methodology, driver of coaching, effective and efficient, feedback on trends	RP1, RP2, RP3, RP11
	keep track of coaching process, ROI, maintain standard, managed properly, manage external coaches	RP2, RP8, RP10, RP11
	monitored, proactively meeting the changing needs of organisation, professionalism	RP10, RP11
	professionally accountable, programme credibility, quality	RP1, RP4, RP5, RP6, RP8

Main categories	Axial coding (verbatim*)	Research participant
	assurance, risk management	RP1
	tackling source of trends, holistic development	
Supervision – purpose (supervisor)	accountability, ask questions coaches growing, community	RP4
	doing reflection, ethical issues, evaluation of coaches, guidance and advice	RP4
	learn from others, level of professionalism, maintain professional standards	RP4
	mentored by experienced coach, more experience, professional development	RP4
	skills discussion, support, logistics, support, measure for other programme	RP4, RP6
Supervision – value (internal coaches)	advice, agreed direction, assurance to maintain quality, assurance to maintain skill level	RP2, RP8, RP10
	avoid mistakes of others, awareness of internal coaches' capacity	RP8
	coaching resource, collaborative, complacency is easy, connect with coaching community	RP2, RP8, RP9, RP10, RP11
	development, drive function faster, easy access to supervisor, encourage other client profiles	RP2, RP8, RP10, RP11
	experiential learning, feedback, guidance, independent perspective	RP1, RP8, RP10 , RP11
	keep skills sharp, keeping an eye on process, know coaches, know what is going on in community, library resource available	RP2, RP8, RP11
	maintaining professional standards, manage reputational risk, manage the coaching function, marketing of coaching	RP10, RP11
	matching, mentoring, network of people within organisation	RP2, RP8, RP9, RP10, RP11
	nurturing and stretch relationship, other coaching initiatives, part of	RP9, RP10, RP11

Main categories	Axial coding (verbatim*)	Research participant
	coaching community, part of meaningful process	
	provide tools, provide clients, received coaching	RP8, RP9
	recognition, requests for coaching at central point, screen for readiness/coachability of client, set up structure	RP9, RP10, RP11
	share, shared standards, sounding board, spread workload, structure	RP1, RP2, RP9, RP10, RP11
	support, personal support, support during uncertainty as new coach, support in difficult coaching conversations, support with own coaching initiatives, time/support for yourself	RP8, RP9, RP10, RP11
	theory, training, triad practice, work with cases	RP8, RP9, RP10, RP11
Supervision – value (managers)	consistent methodology, deal with issues, more experience	RP3
Supervision understanding – (internal coaches)	accreditation of coaches, content, process and relationship focus, develop new awareness of self and coaching practice, different perspectives	RP10, RP11
	ensure coaching is adding benefit and value, ensure coaches are coaching, more experienced, keeping up-to-date with new skills, etc.	RP10, RP11
	makes you a more effective coach, obligation, manage coaching reputation, managing other coaching initiatives	RP2, RP8, RP9, RP10, RP11
	manager sees it as facilitator type role, positive affirmation, rapport is important, receiving feedback from client, monitoring coaching activity	RP9, RP10, RP11
	reminds of good practice, reporting to organisation on results, setting up monthly sessions, support for coaches	RP8, RP10, RP11
	achieving objectives, act as a	RP8, RP10, RP11

Main categories	Axial coding (verbatim*)	Research participant
	mirror, agreed brand, also coach	
	coaching the coach, community, don't know of other, key contact person for internal coaches, unsure	RP2, RP5, RP8, RP10
	maintain quality, measurements and governance	RP2,RP8, RP9, RP11
	mix of different functions, must have credentials, shared objectives, trust is important	RP8, RP9, RP10
Supervision understanding – (managers)	developing the coach, managing coaching process, unsure	RP3, RP5
Supervision improve – (internal coaches)	quarterly rather than monthly, recognised as part of job description, recognition and reward, selection process	RP1, RP2, RP8, RP11
	structure and value, too many options, train internal coaches become supervisor	RP4, RP10
	attendance compulsory, cancellation of sessions, equal status of roles	RP1
	matching-different independent person, feedback of value to own manager, formalised minimum practice standards, general qualitative and quantitative information	RP8, RP11
	different supervisors, getting more formal with supervision, how to prepare for supervision	RP10
	more critical feedback needed, more education, more sharing and discussions with other coaches	RP9, RP10, RP11
Supervision improve – (managers)	awareness of coach and mentoring, capacity challenge, limited number of internal coaches	RP5, RP6
	manager of centre role versus supervisor, role capacity challenge	RP6
Supervision improve – (supervisor)	group supervision, leverage resources, lots of demands on internal coaches, maximise learning	RP4
	professional development not neglected, qualitative information,	RP4

Main categories	Axial coding (verbatim*)	Research participant
	conflicting priorities of internal coaches	
	reward and recognition, see everybody regularly, volunteer role	RP4
Supervision working – (internal coaches)	accessible, close out is important, established, minimum attend, monthly meetings	RP1, RP3, RP8
	other supervisors, regular	RP1
	training days, triads important, two kinds, working for me	RP3, RP8
Supervision working – (managers)	builds rapport with internal coaches from beginning, had an accredited person, matching internal coaches to other programmes	RP6
	modelled on other organisation, multiple role perceptions, selection of internal coaches, support internal coaches on entire journey	RP6
Organisational culture – (negative)	achieving results, coaching still unknown, high pressured level of internal coaches skill	RP3, RP4, RP5, RP6, RP9, RP10, RP11
	majority not tolerant of coaching, pale male, people not priority	RP5, RP9, RP11
	prefer capability kept in-house, telling, tough	RP6, RP2
Organisational culture – (positive)	coaching becoming more known, do things better, family culture, fun, good reputation, innovative, edgy and smart	RP5, RP6, RP8, RP11
	invest in people, learning and development, lots of opportunity, networking	RP5, RP6, RP8, RP10, RP11
	owner/manager culture, people love working in organisation, positive energy, pro-developing	RP5, RP8, RP9
	social responsibility, transparency, honesty and feedback valued, unique people and culture	RP2, RP5, RP6, RP10

*Words and phrases taken verbally from the interviews.

It should be clear from Table 3.2 that the main categories resulting from applying axial coding contain various codes and concepts. In total, there are 35 main categories. I have purposively shown the different categories from the internal coaches', supervisors', managers' and/or organisation's perspective (shown in brackets) to better illustrate and highlight the different viewpoints and experiences.

In order to provide a better sense of how the participants explained their experiences and views, in Table 3.3 I present vignettes, which I compiled of what the participants shared, alongside the axial coding.

Table 3.3: Table of axial codes and RP vignettes

- **The value of the communities of practice network**

Sharing of common experiences, confidential and safe space, support	
Research participant	Vignettes
RP2	It started on the course. With people on the course, you became huggers, not hand shakers. You share a lot of personal things. You have to trust them and they you. Since then, I have also connected with some of the people from the first course.
RP11	Another spin off is having the network, the bond that you form. If I am at a point personally, at crossroads – and need a coaching conversation, I have a whole group of people I can pick up the phone and have a coffee and have that conversation. Really nice. We have developed this confidentiality between us right from the beginning. We share so much knowledge of each other. Nice as a coach to have that option available. Have done that a couple of times and other people have done the same to me.
RP9	I don't believe that you simply get an accreditation as a coach then you are done with the training. It is a constant learning, changing and improving. I like to continue learning, to connect with the other coaches. I have developed a close relationship with them through the training. Nice to see my friends – the people I have my journey in common with. Check what others are doing, and how they feel about coaching, what their experience has been like. Then feedback on how I am doing personally in coaching. Am I keeping up the standards?

Three coaches found the communities of practice network rewarding and valuable. It is a group they feel they can trust because they have all gone through the same training and have shared so much together, including personal issues. They also feel supported when they share issues or concerns. In addition, it is an opportunity to see each other where they can learn, share and get feedback for future development. It also helps them in applying the required coaching standards.

Sense of belonging and special connections	
Research participant	Vignettes
RP11	Sense of humour, camaraderie. I enjoy it. A sense of belonging.
RP11	No sense of community. I think you lose people otherwise. It is important for any group that wants to continue existing and to keep the momentum and togetherness. Working towards a common cause. Need that sense of community
RP2	So, often I would have my favourite internal coaches; in fact it is a routine.

Two coaches indicated that the community gives them a sense of being part of a group which is important as the coaches work in isolation. Through the training and working together, the coaches have formed special connections with each other.

Additional resource	
Research participant	Vignettes
RP11	Also nice for your job point of view, if you want to move or trying to confidentially figure out where there is a gap somewhere, know somebody so well, so can go in and have that conversation and find out what options are here. That network. It has helped me in my daytime job. Enjoy it much more than I did. Initially, I wanted to get out of it. Now I realise that my daytime job has a big aspect of coaching in it. I use it a lot for my project teams. I treat each person as an individual. It is so useful to get the best out of people. It was a challenge. Now engage half-half. I have improved - not just my role but also as a person.
RP9	Like a temperature check on coaching in the organisation.

Two coaches mentioned that they see the community as a resource that they could use when they need to and that this is useful. For example, one coach said she used the network to gain information that helped her in her day time job. Another coach indicated that the information from the network helps to know more about the coaching that is taking place within the organisation.

Not self-organising	
Research participant	Vignettes
RP11	Yes, but the supervisor is the key point. The central point around which we all fit. If she didn't set up the monthly meetings we wouldn't be there. We would lose that. And if she didn't provide us with the feedback that she does, get us together, we wouldn't be together. It is up to her to keep the group together. The contact.
RP11	We wouldn't see each other. I see a handful of people that I work with. As you spend less and less time together, you lose touch. We wouldn't do it; we have such busy day jobs. We rush from the stress and pressure of a meeting and you are running to a coaching session and you got to switch into your coaching hat on. That is quite hard. We are all under a lot of time pressure from our jobs. If somebody didn't organise it for us we wouldn't get to it.
RP11	Also if she didn't keep the community together, it would disband, disintegrate. Somebody has got to hold it all together.

One coach felt that the coach supervisor is a crucial aspect of the community of practice network. As all the coaches have full time demanding jobs and don't see each other on a daily basis, and they have coaching which is voluntary, it becomes difficult for them to organise this themselves. As a result, if it were not for the coach supervisor maintaining the network, it would not exist.

- **Coaching importance – internal coaches**

Contracting in relationship important, important to frame coaching, you chose the amount of work, pay it forward	
Research participant	Vignettes
RP10	Another big thing is framing your whole coaching session. Don't have to have the uncomfortable conversation. A lot of my learning in the first year is that I had just framed coaching so badly. How to frame? How to start contracting and develop the relationship.
RP9	Company A has invested quite a bit of money and time in me. Many people have assisted me on my coaching journey. By paying for the course I have worked in the time I take out of my day job to coach people. I have never had much opposition to the time I have spent coaching at work. There is also a belief that I need to pay that forward.

One coach indicated that it is important in the contracting phase to describe what coaching is, to avoid confusion by the client. In addition, sound contracting (agreement) in the relationship is important to establish in the beginning of the relationship with the client, in order to avoid potential issues later. Another coach indicated that as the organisation paid for the coaching training, it was expected of them to conduct coaching as a way of paying this back.

Have quality and standards, level of professionalism, maintain our reputation, prestige attached to coaching, selecting good coaches, self-selection by coaches	
Research participant	Vignettes
RP9	It is important that we have a level of expertise and quality that we have to maintain. To maintain our reputation. Therefore important for us to maintain certain standards.
RP11	Also, the prestige that is attached to it. They make you feel special. Feel-good stuff.
RP10	I think the more strict we get with supervision, the harder it will be. So it is a test every time you go in, a little bit of self-awareness. It should be a self-selection process. If want to be a coach, you need to be open. If you are not going to be open, you shouldn't be a coach. Should be a self-selection process. Selecting good coaches is important. Self-selecting good coaching. Why don't you want to go. Not open to feedback. Is it because you don't want to grow? Then you shouldn't be a coach. Must be open to feedback because you expect that from other people. What is the driver?

One coach said that it is important to maintain a certain level of quality and have coaching standards that are adhered to by all the coaches. This is important for managing the perceptions of others in the organisation with regards to the coaches' reputation. Another coach mentioned that being part of the coaching group is prestigious which is important for him. Another coach indicated that people should nominate themselves to be trained as a coach only if they have the quality of being open to self-development and to receiving feedback. In addition, it is important to ensure that quality coaches are selected to participate on the programme.

- **Coaching importance – managers**

Properly trained, coaching credible, confidentiality is crucial, safety	
Research participant	Vignettes
RP5	You want to provide people with a confidential open area to speak about soft skills stuff and emotional stuff. I wouldn't want to bring a 3 rd party into that as it would make it quite difficult. I wasn't sure where supervision fitted in. I guess I trust that the person put in front of me is credible. I trust it because I don't just work for a great organisation, but I have also experienced it first-hand. I trust the process in our organisation because I have only seen it work here. If you have been named coach, I have full confidence that you would have been schooled correctly to provide that.
RP6	From a management perspective, it is around the confidentiality and safety. Some resistance we saw initially is that they are internal people that we work with, people that I know, and people I interact with. The issue in this environment is about the safety, not about the content – internal versus external, insider versus outsider. The fears around perceived safety were quite real upfront. Because of that, the supervision was very important for me.

For two managers, the following were important about internal coaching: the internal coaches need to be properly trained, and safety and confidentiality within the relationship must be adequate. Furthermore, the coach must be seen as credible.

- **Coaching value – internal coaches**

Also improved in own job and person, bring meaning and impact, support to changes, value from coaching community, reward-feedback from clients, start personal journey, support function to other initiatives	
Research participant	Vignettes
RP9	Feeling that there is meaning and impact to what you are doing. Feeling that the working world is changing and helping, Company A keeps up with that change. They do seek reward, but reward is in many cases personal. So the reward is not so much recognition from other people but feedback from their clients that there has been a shift or change or development in their clients that is what is important. On this programme, overall, the nature of our coaching training, and model and our supervision is a very personal experience. When we do our coaching training and train in the Y programmes that we do, we go through a lot of the processes – the training, the transformation. We do that by ourselves personally. So, it is a personal journey that we begin.

The internal coaches derived many benefits from participating in the internal coaching programme. For example: it is the start of a personal journey with greater meaning and impact; they perceive improvement in their own job and self; they feel part of a wider community and get positive feedback from clients.

- **Coaching value – managers**

Harnessing strengths, improve your skills, better deal with issues, better manage, better self-awareness	
Research participant	Vignettes
RP5	<p>Coaching is a platform that helps you to tackle your skills and harness them differently. You want your leadership or team to experience your improvement. I want them to see me master my strengths because that makes me a big asset to the organisation – demonstrated and shared. Coaching is about harnessing strengths, not fixing gaps.</p> <p>There is a massive hunger from people to get to know and understand themselves – their drivers and their talents better. Coaching helps you to harness your strengths. It mobilizes and enables teams – makes people aware of each other's strengths as well.</p>
RP3	<p>Well, it helps me to be a better manager. So, if I have got a problem, there is a traditional chain of command that I can talk something through. But if I have got a problem with the traditional chain of command, I can almost rationale how to deal with that problem on the side and then go deal with it.</p>

One manager indicated that participating in the coaching process allowed her to identify and better apply her strengths to her role and as a result, better manage the team. Coaching also helped to develop better self-awareness of herself as a manager. Another manager indicated it has helped him become a better manager, and it is also a platform where he can discuss and solve problems he has been experiencing.

Developmental tool, good learning, help improve teams, know and understand strengths, recommend to team	
Research participant	Vignettes
RP5	<p>I look at coaching as a very positive development tool.</p> <p>If there are tools and enablers that can help develop a person, a team, a division, I see value in it. Sometimes the answer is not through technical training. Through helping people become unstuck through certain aspects of their lives.</p> <p>I find that the process of coaching somebody else is the best learning. For me, it is almost like a 360 degree process. You give what you get and you get what you give. I try and always have conversations. The learning is different from a coach or being coached. There is value in both.</p> <p>I have always embraced coaching and mentoring in my team as I believe a good team gets greater through it. Teams that are battling in certain aspects, it irons those things out. It is that self-awareness with each person around the table or in each team.</p>

One manager indicated that they see coaching as an important developmental tool with various benefits. For example: improving his skills, better management of his team, greater self-awareness and learning which leads to better understanding of own strengths and of others. In addition, when the members of the team are receiving coaching themselves, it helps with improving the overall performance of that team.

- **Coaching value – organisation**

Access more of organisation, better understand organisation, cheaper alternative, develop cultural change, improve organisation's HR processes	
Research participant	Vignettes
RP8	Can access a bigger part of organisation, at far less cost. We are a cheaper resource next to the external coaches.
RP6	Helps us understand what the dynamics are in this business.
RP8	Then there is the culture thing, we want an organisation where the coaching type of conversation is more the norm. To do that a lot of people not only need to go on coaching, be coached, formally, how many hours, how many people involved, all speak to how accepted it is, becomes ingrained in the way we do things, the way we approach everything, the skills can be used anywhere there is an interaction between two people.

One manager indicated a key benefit of internal coaching for the organisation is that it is a lot cheaper than external coaching and that more people can be coached, not just a select few. In addition, it supports the development of a cultural change through the coaching type conversations that are had. Another manager mentioned that coaching allows the managers to better understand the dynamics within the organisation.

Include development programme, innovative process, self-development impacts bottom line, skills apply to all people interactions, unlocking talent	
Research participant	Vignettes
RP6	I wanted this to be something that attracted people to company A that was innovative.
RP6	The second theme is the perception that this stuff is "soft and fluffy". Yes, you can look for ROI but it doesn't deliver real business value but my argument is that it absolutely does. If you are coaching on the right things and you are coaching the right people who are coachable who are successfully achieving what they need to, you will see business return. They are not disconnected. There is a direct relationship between investing in the right people and getting something back. I invest in people because I fundamentally believe that will result in them helping the organisation be more successful and ultimately making more money for the shareholder which is ultimately what we are in business to do. There is definitely feedback around bottom line value.
RP8	A tool, a way of speaking to each other, having heart-to-heart conversations in a productive manner. All these things. Unlocking talent, maintaining standards and improving it. We do a lot of things right, including conversations. Coaching is getting better understood.

The organisation derives many benefits from having internal coaching within the organisation. Some of these are: it can improve the HR processes; it can apply the coaching skills learnt to other people interactions; it can be seen as a sought-after, innovative developmental process that would attract people to the organisation; it does impact on the bottom line even though there is no clear measure of ROI; and it is a way of having a meaningful conversation with each other and helping to better unlock talent.

- **Coaching problems – internal coaches**

Internal lesser than external perception, not coaching, not including in appraisals, take on more clients	
Research participant	Vignettes
RP10	Don't want to have the whole brand of coaching/the reputation slated because it is an organisation and an internal coach. Don't want to be seen to be lesser or less equipped than what an external coach is required to do. You already come with a whole lot of baggage.
RP2	A number of people trained as internal coaches are not coaching.
RP11	The way I understand it, you are looking at how coaches – internal to an organisation are supervised in their coaching role. Coaching is our secondary role (voluntary contribution) – over and above primary role. It is not taken into account in our appraisals for our 'real' role.
RP8	Not necessary a supervision issue is getting people out there more. If people have for example 4 clients see if they can stretch to 5 clients.

Four coaches highlighted the coaching issues that the internal coaches experience from the internal coaching process. These included the perception that external coaches are better than internal coaching; some coaches are not coaching at all; sometimes it is difficult to increase the current number of clients due to work demands; and coaching is not included in the annual performance appraisals.

- **Coaching problems – managers**

Coaches too senior, day job priority, difficult to measure, don't understand coaching, give back to organisation	
Research participant	Vignettes
RP5	A potential issue that you could have if you are a coach is people coming and asking for it or identifying you as a coach because the coaches could be seen as senior, maybe. And that could be intimidating for a youngster. I am thinking specifically around the individuals that have been identified in our organisation. Some of them have been around longer and are seen to be at a very high level. Not title wise, our organisation is not about titles but more about experience wise. That could make the gap between the coach and the person to be coached seen as a bit too big by the receiver. The coachee sits there and thinks I am not quite at that level yet. Let me get some more things under my belt. Then I will go because then I will be worthy.

RP5	I think that the reality is that the coach and the coachee report to people that are very driven and results oriented. To make the system work, the coaching programme work and both sets of leaders have to buy into it. There has to be understanding that you commit to the time. Everybody would do that but if a big opportunity came and we needed to work on it, everything goes by the wayside and that first gets dealt with.
RP5	There is so much value in coaching but people still perceive coaching and mentoring to be the same thing.

Insufficient requests, not core skill, not experienced, not paid	
Research participant	Vignettes
RP5	A possible dilemma is that not everyone steps up to the plate and requests coaching. But to my mind, if you are a coach and you have been tooled and if you have been trained to provide coaching, you also need to step back and allow people to use the opportunity.
RP6	Not paid to do it. It is not their day job and not their core skill.
RP3	These people are not necessarily very experienced, the coaches.

The concerns that three managers raised about the internal coaching process were: some of the coaches are perceived as too senior by the more junior staff and therefore will not engage in coaching; there is confusion between mentoring and coaching; there is a conflict of interests of coach and their clients. Furthermore, the day job priorities of the coaches due to the results-orientated culture, can lead to possible cancellation of sessions. In addition, the coaches are not experienced enough in coaching as it is not their core skill. Coaching is a voluntary unpaid role which is problematic as well.

- **Contracts – formal**

Coaching and confidentiality agreement	
Research participant	Vignettes
RP3	When they agree to assume the role of internal coach and they are accredited, there is a coaching agreement that they sign. Saying the organisation offers you the resources you need – necessary training, facilities, where you could coach, pipe line of clients, the marketing, all of that is done.
RP3	You offer is the confidentiality agreement, being trustworthy, being in supervision, commitment to professional development, etc. They sign it.

There are only two formal contracts in place within the organisation, namely the coaching agreement and the confidentiality agreement that exists between the coach and the organisation. The other contracts, if any, are conducted on an informal basis.

- **Contracts – informal**

Coach and client, no code of conduct, no constraint of trade, no reports to managers, none between the supervisor and coach	
Research participant	Vignettes
RP4	The tacit agreement between coach and client. There is a coaching request. They talk what they need. Narrow it down to 3 different coaches. They also see the profiles. They then say want to see A and B. Introduction session – chemistry session. Once made that selection. Both coach and client can reconfirm. I am the middle person there. For others, need a back door want to see choice no 2, I assist them. The coaches are okay with rejection. Doesn't happen very often. Or saw two, saying yes to the one. Play the intermediary role if necessary. Once agreed to coaching journey, they contract with each other. How many sessions, objectives are. Not formalised, not written. No formal reports that have to be submitted. We say that the coaching arrangement is confidential and contained.
RP10	In the organisation, it is for free. I have often said maybe we should make guys sign a form. Someway of actually taken accountability. When you are paying for it for yourself, there is a choice. Free kind of thing that you can do. People need to take it seriously and are they committed? At least frame it, even though it is for free, start the whole process off, get it on the right footing. How you can set the expectation.
RP10	For most of them, coaches, they respect it. Sometimes you do wonder, do they really understand the significance? When people cancel or don't pitch, keeping shifting things around, you say to yourself, never have done that if external coach. You need to set the ground rules, just because it is internal and free, doesn't mean that it is any less of an expense to the organisation or the person giving it to you less qualified. Your commitment has to be any less what you want to get out of it. If you are taking somebody else's space that could want to do this.
RP4	There is no code of conduct. The matching process is not formally documented. It is highly recommended that you don't coach someone in your team. The choice is up to the client. There have been three incidents where the client asked for the coach within team. Very unusual and he knows this. He took it seriously, wow, that is quite a complement. He had credibility – older and wiser. He explained the difference between coaching and mentoring. They do switch a little bit. When the third person came, I said no. When I explained why not, who the other possibilities where, they said would have coffee chats with R3 from time to time.
RP4	Leave the organisation? It has happened. One case, a couple of sessions left over, she was leaving to start her own business. She still met with the client twice, to finish off. That is unusual. They are free to go, over and above their everyday roles. There is no contract or restraint of trade.

There is one informal (verbal) contract in place within the organisation, namely the one between the client and coach, as described by the coach supervisor. A coach indicated that the contract between the coach and the client should be formalised and in writing. This way, the client would be more committed to the coaching process, as there is no payment for the coaching service which leads to frequent cancellation of sessions or clients not even attending at times.

The coach supervisor indicated that there are no formalised or explicit codes of conduct that highlight what behaviours are acceptable or not acceptable for the coaches within the organisation. However, there is one conduct recommended by the coach supervisor but not formalised which is that the coach may not coach within the same team as them.

The coach supervisor also indicated that there is no constraint of trade if the coach resigns from the organisation. In addition, the duty of the coach with regards to the client is not specified. For example, should the coach resign from the organisation and there are still coaching sessions to be conducted.

- **Coaching dilemmas – from coaches', supervisor's and managers' perspective**

Can't bring their full selves, client not paying, client's agenda versus organisation interest	
Research participant	Vignettes
RP4	As internal coaches, got to assume, I know nothing. The fact that you know the people that they talk about, don't flinch. Don't let on. You might have an opinion or an experience of them, you know nothing. It is their stuff that they are bringing. That's the biggest thing. The coach does know if they feel they can bring their full selves, bring a judgment or things that might cluster the relationship, they can't coach that client.
RP4	Because not paying for the session, they are getting away a little more easily. If this was happening with a client and they are paying for an external coach, I could have the conversation and manage it, what is happening here? This has happened 3 times and you know what, we have forfeited those sessions. Because there is not the cost investment, there is a slightly different conversation and accountability. That is part of the upfront contracting; to also say we commit to meet for an hour once a month or very 3 weeks. Timeously advise if there is a need to reschedule. That does happen on both accounts. Sometimes a coach has to reschedule due to work pressures. That has been the top conversations that we have had – cancellation or postponement.
RP1	People we love to keep – grow in future. Primary wish we have. As a coach working with them, as things unfold, I have realised I have to be open enough where they need to go. That might mean they are in a place where they want to explore the meaning of life which may go broader than being at Company A. It is a very common one. In a few cases, we find clients that come to the realisation that they have offered what they can offer to the organisation where they are in their professional and personal lives. It has taken them to a place where they need to revisit where they need to go.

	Practically, one might come and say I don't think this is the place for me. As an internal coach, I need to be mature enough to keep it contained there and support client in the same way that I would if they had chosen to stay. The dilemma there that it is free but not free service offering. Free to the client, it is paid for as part of the organisational development programme. Need a lot of maturity from our coaches to be able to hold those interests concurrently.
RP6	Absolutely. And to not hold judgment on it. That is just very difficult. Spoke about this in the coach training, that ability to withhold judgment. Just to listen, just to push and ask the right questions. But that is a whole lot harder when you are in the system that you have particular views on. You have relationships, you have a track record. Judgment is harder to withhold within an organisation with an internal coaching capability.

The coach supervisor mentioned that a key attribute of the internal coach is to withhold judgment within the relationship during the sessions. In other words, to remain confidential and neutral if they know the person the client is discussing. This was confirmed by a manager. In addition, the client does not pay for the sessions and this leads to frequent cancellations or rescheduling. At times this becomes difficult for the coach to manage.

A coach indicated that holding the tension between the client's agenda versus the organisation's interest is sometimes challenging to manage, especially because of the coach's loyalty to the organisation. In addition, although the coach is not paid, the session is still paid for by the organisation through the training costs and other expenses that have occurred. This requires a lot of maturity on the part of the coach.

Confidentiality issues, conflicts of interest, continuous cancellation or postponement, dual role	
Research participant	Vignettes
RP1	Where we work, have contact with their line manager from time to time. A big part of ethics for internal coaches, absolutely the need to keep confidentiality at all costs. The need to honour our clients' private growth journey.
RP3	These are very competitive environments. If my coach is working in a similar area to me and I tell him about an idea that I have. In investment banks, people can very easily pick up on an idea that you have and run with it and try and do it. There is a real trust element in this process, particularly where there is internal coach. What if one of his clients tells him something they are doing illegal contrary to the code of conduct of business. That is going to be difficult with the privilege that exists in conversation. By privilege, I mean confidentiality.
RP10	The bit I always worry about is confidentiality. Should I be telling you this? Am I breaking confidentiality? Sometimes, it may seem mundane but you are describing a detail. I always think, is it okay to share with the supervisor? A third person.
RP4	A major theme, that is internal to organisation, is the cancellation of sessions. Then the discussion about who sets them up, when a client has cancelled the session at short notice, 3 times in a row then the conversation,

	supervision goes to, are they avoiding something? Do you have the tough conversation around what is coming up and where else does this show up in your world? Not taking it personally. Not be overly responsible for that. Talking about how relationships come to an end, sometimes those coaching relationships just fizzle out. You can't be sure if that individual is avoiding things, did they feel I have got nothing left.... Ones' that wrap up properly have naturally come to fruition. Then they have had a proper wrap up process. Those that fizzle out, something there about coachability or issues they might be avoiding.
RP1	We might be having a performance discussion and as a coach, you might be privy to what is going on in your client's world. In that space and moment, in the coaches role, big dilemma. How much do I comment on if I know perhaps there is a performance challenge? I happen to be a coach. I am in on a couple of things. In that space one needs to interchangeable wear different hats. As a line manager, comment on what I have readily access to. But as a coach, keep secret what I know as part of my coaching relationship that is not in the open of open. That is where ethical dilemmas show up for internal coaches.

Two coaches indicated that one of the key ethical principles for the coach is to remain confidential at all times. Another coach pointed out that sometimes in their striving to remain confidential for their client, they even find it difficult to bring an issue to supervision. This is a stressful situation. In addition, a coach mentioned that because of the nature and complexities of the internal coaching environment, one has multiple roles of both line manager and coach. One manager agreed and said this could lead to conflicts of interest. This makes confidentiality even more difficult to maintain at times. This was supported by another manager who said that confidentiality by the coach is crucial as the working environment is so competitive.

The coach supervisor indicated that there is frequent cancellation of sessions and changing of sessions by the client which is difficult for the coach to manage at times. In addition, sometimes these coaching sessions unexpectedly come to an abrupt end.

Environmental context, line manager demands, mentoring versus coaching, own manager does not approve of coaching	
Research participant	Vignettes
RP1	As internal coaches, another angle of ethically is about that we coach people that we work with, that in some cases, engage with in other capacity. Where we work, have contact with their line manager from time to time. A big part of ethics for internal coaches, absolutely the need to keep confidentiality at all costs.
RP1	There are some times dilemmas where the reality is the line manager is contributing to the funding of the coaching. Knowing it is a safe space for the client, yet some managers will ask you how things are going in coaching. The role of the internal coach is consistently to remember that it is the client's primarily safety space and they need to determine how much they share if at all with their line manager.

RP1	Dilemmas come from there or where a line manager asks you directly I have not seen X and Y about your client. It boils down to typically what my coach is supposed to do; my client will have discussion with you when they are ready. As a coach, I am not able to divulge anything. The true test of where internal coaches find themselves.
RP4	Biggest dilemma is the temptation to mentor and tell and guide. Some battle more with this than others and it comes up regularly in supervision. 'I caught myself doing that again"! Comes out in one-on-one supervision.
RP2	I understand not mentoring. Sometimes, client forces me into mentoring – I want you to give me the answer, how would you deal...? I will do a bit of mentoring then stop. I switch go back into coaching mode. That happens.

A coach pointed out that the working environment of the coach within the organisation is complex and with multiple relationships. This makes maintaining confidentiality much harder. The coach supervisor stated that a big dilemma for the coaches is the temptation to mentor rather than coach, especially when the client demands it. This was confirmed by another coach.

Another coach indicated that when their own manager does not approve of their subordinate coaching, it makes it more difficult to take time off or get permission to coach.

Appropriate reward and recognition, client negative perceptions, confidentiality versus illegal	
Research participant	Vignettes
RP6	It is voluntary. Whilst as an organisation we feel strongly about rewarding people for contribution over and above their key performance indicators (KPIs), they are recognised but not through a pay cheque associated with hours they give. It is a real dilemma. Balancing the day job with the passion of wanting to give back and trying to balance the two. Not a linear remuneration associated. In banking, for the most part, people work for money. Very money driven.

A manager stated that an appropriate rewards and recognition programme needs to be in place for the coaches in order to keep them motivated and inspired as they coach voluntarily. Another manager mentioned a possible dilemma is when the client has pre-existing negative perceptions about the safety and confidentiality within coaching. One of the other managers mentioned the dilemma of the coach being confidential especially if the client is doing something illegal.

Day job priorities, giving back sufficiently	
Research participant	Vignettes
RP1	Our coaches coach over and above their work, they have another day job. When it comes to crunchy time of needing to choose and prioritise, fit in coaching as and when we find additional time I think there is a big stretch for our internal coaches. Need to get to a place in helping them balance those priorities out by formally recognising their coaching role as equally valuable as their day job.
RP2	Also, when I take time out to coach somebody, it does impact my job.

A coach indicated that the day job priorities create a dilemma for the coaches and this dilemma is difficult to manage at times. This was confirmed by another coach.

A manager mentioned that the coaches have been financially invested in by the organisation in terms of training costs and other expenses. Therefore, it is expected of the coaches to return in the form of coaching hours and thus being an active coach.

Client wants to leave organisation, good enough internal process, more value from external coaches, negative stories versus ambassador, trust	
Research participant	Vignettes
RP6	One that we have certainly seen, has been this one – being an employee of the bank, invested in by the bank, giving back to the bank and potentially coaching someone on their own journey, the end result may which may be an acknowledgment of the individual that this is not the place for them.
RP6	The perception that others hold about them. A converse of the point I made earlier. The potential coachees are saying: They are internal, is this safe? What am I going to share with them, what am I not? The coached received quite a lot of that. The dilemma around personalising the systemic feedback, are these people we can trust? Fear and trepidation around being internal.
RP6	Sharing things about the organisation that resonate with them, value systems that work for them and working with somebody for whom it doesn't work. Hearing a story about another colleague of theirs or an incident at the bank, or hearing somebodies' views that might not be positive when they are ambassadors' of the business. They wouldn't be acting as coaches if they weren't. It was one of the requirements.

A manager stated that the internal coaches have various ethical dilemmas, for example the client decides to leave the organisation during coaching; the managers' perceptions of safety; the perception of whether the coaching process is credible; the internal coach remaining confidential after the session; and dealing with the perceived notion from managers that external coaches are better.

In summary, there are numerous ethical dilemmas the internal coaches face during their coaching practice. Some of these are: client not paying for the sessions leading to numerous cancellations of these; confidentiality issues such as remaining confidential at all times; conflict of interests such as between role of internal coach and that of a manager; withholding judgement of the client in the session; the need for appropriate reward and recognition for the role of internal coaching as a motivator as it is voluntary; and balancing the day job with the demands from coaching.

- **Internal supervision dilemmas – from internal supervisor's and managers' perspective**

Applying different coaching methodology, coach: non-performance, large responsibility role, mentoring

versus coaching, multiple roles, remain independent, selection of internal coaches	
Research participant	Vignettes
RP6	In addition, probably the big responsibility in running a capability like that. It has a deep sense of responsibility at an individual level and at an organisational level – safety and confidentiality perspective.
RP6	She coaches herself, she manages the external panel, and she manages and supervises the internal panel. And in that role, very responsible for the continual coaching development, making sure they are getting exposure, they meet often, getting feedback from coachees. She has got quite a broad role. She coaches herself outside of Company A. Coaching is her day job – she is the only person in the organisation who does this as a full time job.
RP3	I suppose, if the coach is not performing.

The potential dilemmas of the internal supervisor as identified by the managers and the supervisor were: how to ensure that all the internal coaches apply the same coaching methodology; managing the situation if a coach is not performing adequately as a coach; simultaneously holding multiple demanding roles whilst remaining independent by the coach supervisor; and managing the mentoring that might also occur within the coaching sessions. In addition, it is a dilemma how to ensure suitable coaches are selected for the programme, especially if the internal coach supervisor is involved in the selection process.

- **Managing internal coaches' dilemmas**

Boundary management, benchmarking session, can't coach subordinate, capacity, creating awareness, difficult if a personal issue of client	
Research participant	Vignettes
RP1	It is constantly about wearing two hats. The primary one, being a coach to a client. Have where some of us dual role where you are part of management team. There is a strong need to watch the boundaries. Not to overstep.
RP5	I expect that you would need to set boundaries at the outset.
RP4	It is a lot about their awareness. It is about coming to the benchmarking session. What is going to keep you clean? Come and practise your skills and get feedback on that. Get into that bad habit. Make sure that they are coaching and being benchmarked, getting feedback on their skills.
RP8	A conversation around what is the capacity you can do. This environment, most people are self-starter and self-managing. Making sure that we are at where we want to be. Going through the ebbs and flows of my business, sometimes to take on coaching is not ideal. Rather wait a month and not take that person. Supervisor will distribute to who has capacity. We have 25 coaches. Also, help in the matchmaking to not to overextend the individual coach.

A coach indicated that setting boundaries between the role of coach and line manager is important to manage dilemmas. A manager agreed, and said that boundary management should be

established at the beginning of the relationship. The supervisor indicated that coming to the benchmarking sessions helps the coaches in managing their dilemmas as these sessions create an awareness of how they are coaching and they also receive feedback on their skills. Another coach said that ensuring that all the coaches are not overloaded with coaching work helps to manage the coaching dilemmas while another indicated that if the nature of the coaching is of a personal nature, it is very difficult to even bring that to supervision for guidance as they want to ensure confidentiality of the client. The supervisor mentioned that the coach cannot coach their subordinate and this helps to alleviate dilemmas.

Other coaches, supervision, transfer client to another coach, use own discretion, arm's length distance	
Research participant	Vignettes
RP11	I suppose it is useful to have the other coaches and head of coaching to bounce ideas off when one is stuck in such a situation.
RP1	Other dilemmas are handled as and when they surface, if they choose to bring it up, get tackled then and there by the supervisor and the participants in the group session.
RP2	Lots of ways. Often on the telephone. In a conversation, something would come up which is quite sensitive and needing careful thought on how to proceed. Have a conversation with her and discuss it. She would even by e-mail. I would send her some notes and say please... because she is an experienced coach.
RP8	And take the best course of action for the coachee including to have the coachee select another coach.

Overall, the internal coaches manage their ethical dilemmas in different ways. For example: applying known boundary management principles such as cannot coach a subordinate; remaining confidential after the coaching session especially as the internal coach also has a managerial role; discussions with other coaches or supervisor within and outside of supervision; transferring the client to another coach if necessary and using own judgment in a difficult situation.

- **Factors that discourage supervision**

Confidentiality dilemmas, difficult organisational culture, feedback not a good coach	
Research participant	Vignettes
RP10	The other thing is confidentiality. Maybe breaking confidentiality. People feel or perceive a break in confidentiality through the supervision process. Prevent people going or wanting supervision.

RP3	I think the investment bank is a very difficult environment for these methods to work. Because investment bankers are naturally very selfish, driven, very greedy people. And in a lot of ways, have achieved success through very ungenerous methods. The types of methodology that is been suggested, is going to be very challenging. I am not saying that it can't work. I would love it to work. But, I'm reasonably sceptical because of human nature.
RP10	Failure or labelling – go for supervision, told you are not a good coach. Prevent somebody going for supervision.

A coach indicated that if there is a perceived breakdown in confidentiality within supervision this would discourage supervision. A manager indicated that the organisational culture is difficult, and they are not sure whether coaching or even coaching supervision would be accepted in the long run. Another coach indicated that if the perception is created that you are not a good coach within the supervision sessions, he would not return.

If no suitable person, lack of understanding of coaching, lack of understanding of supervision	
Research participant	Vignettes
RP2	Lack of a suitable person manager to do that would be a major thing. X was in different role. She wanted to do this. She didn't initiate external professional coaching. She created that role. If don't have suitable candidate with the drive and energy to do that. If you simply make it one of your HR people it would probably not get it off the ground.
RP9	You would get somebody approaching us, want to do some training. The supervisor would say it sounds great but wouldn't recommend we do it that particular way and may suggest that we would need to cover other areas in the training. This would then generate some sort of conflict where the initial requester would want things his way only and disregard the knowledge and experience of the supervisor. Somebody who understands their business, don't need personal one-on-one coaching just need a group skills training session, for instance. Give the requester only what they think they need and don't waste their time on 'soft and fluffy' stuff.

A manager indicated that a suitable and competent person needs to be in the supervision role to drive the process of coaching and supervision. There is a lack of understanding of what coaching and coach supervision is amongst people in the organisation.

Resistance to rules and regulations, supervisor not competent or have necessary skills	
Research participant	Vignettes
RP9	A lot of focus on owner/manager culture. You decide what your business is and you run with it. Except in support areas like information technology, where you have to have structure and procedures. In many areas, cowboy mentality – resistance to rules and regulations – people telling you how to do stuff. That would be the resistance to supervision.
RP12	The supervisor is lacking skill or competence to be a supervisor.

Overall, there are factors within the organisation that discourage coach supervision. Some of these are: a perceived breakdown in confidentiality within supervision by the coaches; a difficult organisational culture which is maybe not conducive for coaching and coach supervision such as a resistance to rules and regulations; and if the coach receives feedback during supervision that they are not a good coach; and lastly, a general lack of understanding of what coaching and coach supervision is.

- **Factors that promote supervision**

Coaching obligation, efficiency, flexible to changing environment, integral to other programmes	
Research participant	Vignettes
RP2	Because part of the obligation that you sign for when you went on the training, is that you have to make available a certain number of hours for internal coaching.
RP2	Efficiency – somebody needs to manage the budget. Somebody needs to manage the process and make sure get results for money that you spend. Strictly speaking, X is not a HR person at all. So, needs to fit in somewhere so that you can ensure efficiency.
RP9	The nature of Company A, not an organisation like manufacturing. Don't have set processes that we run. A constantly changing environment. We change our financial instruments often. We adapt to markets. The entire environment is constantly changing. The supervisor has to be aware of that and understand that. Because the internal coaching programme has to change with the organisation.

A manager indicated that if the number of hours and the time schedule were made more explicit and were compulsory during training, it would promote supervision. The same manager added that the need for efficiency of coaching supports supervision. A coach indicated that there is a need to be flexible to the changing environment of the organisation and the supervisor needs to be aware of and understand this. Another coach indicated that coaching has become part of other leadership development programmes within the organisation, making supervision even more important.

Investing in coaching community, organisational culture of transparency, honesty and feedback, owner/manager culture, respect for expertise	
Research participant	Vignettes
RP10	It is a learning and development organisation. We invest in people quite a lot. Supervision is a way of investing in your coaching community.
RP10	There is a high-value of transparency, honesty and feedback and stuff. That feeds the philosophy of supervision.
RP8	In the Company A culture, owner/ manager culture. Same person that is fighting for it is maintaining the quality of it. Making sure it works. The person that is setting it up is the person that is keeping it going. Often talk about playing captains. Expected to be there, hands on. – Here, expertise, not title gets you the respect. Almost allowed to supervise because you are the expert. The supervisor being the expert say this is what we have and senior management says you are the supervisor, you tell us. If you want it to work, you need the structure.

A coach indicated that it is important to invest or participate in the community and supervision allowed that. The same coach indicated that the organisational culture of honest and transparent feedback is similar to supervision and thus promotes it. Another culture found within the organisation is owner/manager culture which means that the person who has created or developed something within the organisation also maintains the quality of it. Therefore, this allows for supervision of the coaches to be by the same person who started the internal coaching initiative and to also start coach supervision. In addition, the supervisor is regarded as the expert and expertise is highly regarded within the organisation.

Producing evidence, quality assurance, learning by coaches	
Research participant	Vignettes
RP8	If you don't have somebody saying these guys can do it, here is the evidence, this is the process. These guys can deliver like an external unit can.
RP10	It is a results driven organisation. Want the supervision to say you are getting results. Professionalism, Quality, standards. People here are high achievers, want high achievement. Don't want coaching not to be a high achiever.
RP2	Especially to do the internal thing, how would you know otherwise that you have selected the right people, they got the right training. That the training was externally tested and verified and that people wouldn't just go for the training for their own improvement and then not...
RP12	I think the learning that happens on the part of the coaches from being in the supervision sessions. That is one thing.

A coach indicated that supervision allowed for evidence to be collated and substantiated the role and value of coaching. This was confirmed by another coach. A manager indicated that supervision provides quality assurance of the training and of the coaches, especially as they are internal coaches. A supervisor said that the learning that takes place in supervision by the coaches would support the need for supervision.

Support from top, ensuring ROI	
Research participant	Vignettes
RP8	If the top doesn't support, it doesn't work. They not going to buy into it if they don't trust it, etc.
RP6	Most important would be return on investment. Not an easy sell. If we were going to invest in these people and give attraction, we needed to make sure that all the necessary support and governance was there to ensure the ROI. My suspicion would be had we not had supervision, we may not have had the kind of success that we had. This is an assumption. My tummy would say to me it may not have been much of a success had we have had not supervision just to make sure that what we had invested in was given us the necessary return.

In summary, there are various factors within the organisation that promote coach supervision. Some of these are: if it is compulsory for the coach to attend sessions; ensuring efficiency of the internal coaches and overall internal coaching process; being flexible to a changing environment within the organisation; if it becomes integral to other development programmes; participating and seen to be relevant within in the coaching community at the organisation; various organisational cultures such as transparency, honesty, feedback and respect for expertise; the need for quality assurance, support and trust from key senior leaders; and return on investment.

- **Supervision – internal (for)**

Accessibility, cost saving, culture and values, discuss value of coach with manager	
Research participant	Vignettes
RP1	Big advantage having internal supervisor is accessibility. A lot more access to X than if she was external.
RP3	Within, it is going to be cheaper. On the face of it cheaper, it takes a lot of time to coach these people.
RP6	Ongoing cost, having a salaried person, who I pay a salary to the whole year. From a cost perception far more beneficial, than outsourcing to a coach supervisor at an hourly rate.
RP5	What I like about that, it is somebody who understands the organisation, its culture and pressures within the organisation. So, even though not understand your specific job or division, they do understand the culture and approach of the business. That would be quite nice. Culture is big in with us. It is one of the things that we hold most sacred.
RP9	There have been instances where the supervisor would go and see somebody and say 'Listen, I want to chat to you about coaching. One of your staff is an internal coach, these are our requirements.' Tell you how this person impacts and the value they add. As an outsider, you just would not have the clout or impact. That person wouldn't listen to you in our structure. Has happened in the past.

A coach indicated that the internal supervisor is more accessible. A manager said that an internal supervisor is a lot cheaper. This was confirmed by another manager while another said that the internal supervisor has a better understanding of the culture and values of the organisation which is important. As they are part of the organisation, another coach indicated that it is easier for them to chat to managers about the value of coaching, and it is more accepted by managers.

Interest of organisation, intimate understanding of organisation, know skill level of coaches, know what the coach is going through, adequately trained and be in supervision	
Research participant	Vignettes
RP8	The internal supervisor gets the nuance and understands the dynamics, the people, the organisation.
RP4	Pro – helps me as leader of that team to have a handle of individuals and skill level, what the issues are coming up and able to address them.
RP11	I prefer inside. She knows what you are going through. The areas where you are working in.
RP13	It is interesting because the internal supervisors if they are trained sufficiently and meet with a supervisor themselves, I think they could possibly handle it depends on who is the supervisor.

A coach indicated that an internal supervisor has the interest of the organisation in mind. Another coach pointed out that the internal supervisor has an intimate understanding and knowledge of the organisation which is useful. A supervisor revealed that because she is also manager of the coaching team, she has a better understanding of the skill level of the coaches, and the issues that they are currently facing, as well as other potential people issues that are arising in the organisation. Another coach said that the coach supervisor has an empathetic understanding of the issues that you are experiencing as a coach, as well as better knowledge about the business section that you are coaching in. A supervisor pointed out that the supervisor must be adequately trained and be in supervision themselves.

Loyalty, matchmaking process, more effective due to insider knowledge, ensure contracting is clear with organisation	
Research participant	Vignettes
RP8	One big thing that the supervisor does is checking that the person is coachable. Part of the matchmaking. Supervisor has the skills to do that. A quality control, is this person coachable?
RP11	Have more insight if you have a supervisor inside and be more effective.
RP13	That is not the role to not change the ideology of the business, it's to support the business in the business and that includes the people. So the contracting around that is the initial contract that you're engaged ...in the understanding of why you are here doing what you're doing is ... is important to really unpack.

A manager indicated that the supervisor would be more loyal to the organisation than an external person. A coach mentioned that the internal supervisor is well positioned to check if the potential client is coachable during the matchmaking process and therefore better quality control exists. Another coach mentioned that the internal supervisor is more effective due to the insider

knowledge. Another supervisor pointed out that the contracting that the supervisor conducts with the organisation must be explicit.

More tailored, need to be part of process, proactively to offer services to needs	
Research participant	Vignettes
RP8	For me supervision is more tailored, more effective. We could have a very generic conversation with somebody coming from the outside the organisation – potentially. This is a tailored solution we are providing to Company A. A tailored supervision for the solution. This is not standard external coaching.
RP9	Design a strategy around coaching for the bank and put in place and run with it. That supervisor needs to participate in a lot of stuff to keep their finger on the pulse. Really to understand the initiative and model, the supervisor needs to be part of it.
RP11	You can be proactive and offer your coaches assistance like the restructure. You know what is happening. More in touch, know what is going on to provide valuable service.

A coach indicated that the supervision needs to be tailored to the organisation. An outsider would offer a more generic process. Another coach said that it is better if the supervisor is part of the system and process while another pointed out that the supervisor can be proactive to the needs of the organisation.

Understand systemic issues	
Research participant	Vignettes
RP4	The positive is the dual role of coaching as well as leading the team, supervising. I am experiencing the systematic stuff. Level of similar experience what is to be an internal coach. Whilst I am on the supervisory level, I have a broader view of systemic input of themes, broader themes i.e. front office role and a wife and a mother. That people find difficult to co-exist. Choose your career or your motherhood. Common theme. Whilst I'm a supervising, come through in supervisory conversation. I am also coaching and involved with individuals and have a similar experience with my one and one client. I am also an internal coach. Can identify with them, with how this process works. What their experiences are, challenges. Some of the dilemmas that were raised were my own dilemmas as well.

Overall, some of the positive aspects of the role of coach supervisor residing within the organisation are: the internal coaches have more access to the supervisor; it is cheaper than having an external supervisor as the person has additional roles as well; they are more intimately au fait with the culture and values of the organisation; better understanding of the skill level of the coaches and their coaching experiences; they are more loyal than an external coach supervisor;

they conduct the matching of client to coach process as it is part of their secondary role; they are more effective due to insider knowledge and have a better understanding of systemic issues within the organisation.

- **Supervision – internal (against)**

Checks on supervisor, demanding role, emotionally invested in the outcome	
Research participant	Vignettes
RP4	One to use a combination. The pecking order – who is checking on me?
RP1	We have internal supervisor, at the risk of overstretching our internal supervisor. We demand a lot of her. I don't know how she gives and gives as graciously like she does.
RP12	Internally an internal coach supervisor and an internal coach will have emotional investment in the coaching working. Emotional investment in the supervision working. So that might get in their way of really having an open perspective, an open lens on what's going on in the organisation. They will have their own blind spots about the organisation.

A supervisor indicated that nobody checks on her to see if she is supervising correctly or supported in her role. A coach mentioned that the role of supervisor is a very demanding role. Another supervisor said that the supervisor would be emotionally invested in the outcome and thus possibly be biased.

Doesn't challenge coaches not pitching, increasing demands, multiple roles, industry not yet mature	
Research participant	Vignettes
RP11	She is a bit resentful when people say they are coming and they don't pitch.
RP1	We are adding more and more on her. It doesn't work. Works for the organisation. We need to watch how much of a strain we can place on her in this case. X has three roles, coaching centre manager, supervisor and coaches
RP13	Yea and I don't think at the moment I think ...our ...the industry is sophisticated enough to manage that so at the moment I would go with external supervisors.

A coach mentioned that the internal coach doesn't challenge the coaches when they don't attend supervision, whereas an external coach would. Another coach pointed out that the organisation is continuously adding more demands onto the supervisor's multiple existing roles, and the question is whether she is coping with all of this. A supervisor was of the opinion that the industry is not yet mature for an internal supervisor.

One person, work at managing perceptions	
Research participant	Vignettes
RP4	They don't have a choice. I am the only supervisor. That relationship and that chemistry are important. Am I the best supervisor for everyone? Maybe not. Choice of individuals that would be better. To bring the best out of the supervisor relationship, need a choice of supervisors. The power of and... It doesn't have to be the one or the other. A combination of the two that serves everyone best.
RP6	We have to work at it, the perceptions of the internal infrastructure. It has taken a while for it to be completely adopted and embedded.

Overall, some of the negative aspects of the role of coach supervisor residing within the organisation are: the supervisor is not managed regarding their supervision; demanding multiple role because of the other secondary duties and responsibilities; initially negative perception as internal by managers; may not challenge and manage coaches not attending supervision adequately; exposed to one supervisor only as there are no other choices. The industry is not yet mature for an internal supervisor.

- **Supervision – external (for)**

Better management of confidentiality of clients, challenge harder, coaching techniques and training	
Research participant	Vignettes
RP10	There are two ideal supervisors, one is that person and that is what I call a stretch person. If you need that stretch person, they are available for you. Maybe that is not the person, X, that you have a constant relationship with. Every now and again you need that ability to just have that other perspective. From both the confidentiality point of view and growth. Other perspective that has no clue, who you are, what the environment is like, what the culture is, the leadership is like, anything. They are just looking at you cold. From a confidentiality point of view, they will always be cold.
RP1	As an external person, easier for the external supervisor to challenge a lot harder than the internal supervisor. If I work for organisation and I need to challenge something very hard. There are still certain things at stake. Your role full-time with organisation depends on how effective internal supervisor is. How much do I push, do I challenge at all costs? Do I worry about this might be career limiting? Having seen the difference between working with external people who at some point they can challenge you and say to you, I am willing to walk away from you as a client because I have a fundamental disagreement with how you are managing people. If internal person, walking away might mean if you challenge and draw a boundary firmly, it raises something else for you. The potential risk of wanting to consider resigning. There are certain things at stake for someone that is employed by a client at the same time on a full-time basis. Element of challenging the organisation

A coach indicated that an outsider would manage the confidentiality of coaches better. Another coach said that an external supervisor would challenge the coaches harder while another coach pointed out that an external supervisor would be better suited to improving the coaching techniques and offer further training for the coaches' learning and development.

Depth of experience, ethics (supervisor), less burden (supervisor), flexibility, independent	
Research participant	Vignettes
RP1	A lot of what the external supervisor brings depends on the depth of expertise, i.e. if that external supervisor does that and largely that and nothing else, then equivalent of using an academic specialist and possibly a generalist who have their times split up in other places.
RP4	If there is a motivation to say we need to invest x amount of money every year for an external supervisor that could take some of the burden off me. Keep us honest and professional. That to me will always be important. The reality is that we have grown to that point.
RP5	Let's start with the party being outside of the organisation. This means strength or something great about that you are completely neutral to any organisation.

A coach indicated that an external supervisor brings a depth of experience. The internal supervisor indicated that there would be less burden on her if there was an external supervisor, and from an ethical point of view it would keep the process psychologically more honest. A manager indicated that the outsider would be neutral and independent.

Loyalty, more challenging towards coaches not pitching	
Research participant	Vignettes
RP5	But at the same token you are contracted out to them and they do pay you so there will be some loyalty to whoever is making sure the contract happens.
RP11	Outside, if you had an outside supervision and you had triads, guys didn't pitch because they didn't want to be assessed, you can exert more authority. Don't have a personal relationship maybe, as close. Or if you got a feedback sessions, and half the guys don't pitch.

A manager said that the outsider would be more loyal to the organisation. A coach indicated that an outsider would challenge the internal coaches about not participating in supervision.

More safety, multiple client experiences, multiple perspectives	
Research participant	Vignettes
RP6	The perception of more safety. The perception that that person does that all day. Their chosen career and they have years and years of experience. They supervise across organisations and across industries, as opposed to just for one organisation in one industry. Therefore, exposure is a lot broader.

RP1	The external supervisor is not a member of our organisation, have other clients from multiple places. If a range of clients outside financial services industry have something extra to offer, trends outside financial services, like mining or something else, they would bring their collective experience from there as well.
RP5	Another thing that will be good about that is that you would probably be contracting out to other organisations as well and that develops you in a slightly different way to bring in a different perspective.

A coach indicated that there would be more safety within the sessions as the supervisor is more knowledgeable and experienced while another added that the supervisor would have multiple client experiences, which would be valuable. A manager was of the opinion that an outsider would bring in a different perspective to the coaches.

Professional standards (supervisor), stretching experience	
Research participant	Vignettes
R10	Then you get relationship warm but content cold, they don't know who is who in the zoo but they build a relationship with you. That is the stretching one.

Overall, some of the positive aspects of the role of coach supervisor residing externally to the organisation are: better management of the confidentiality of clients; the supervisor would challenge the coach harder and therefore a more stretching experience would exist for the coach; offer more coaching techniques as well as more depth of experience and training; better management of ethics; the supervisor can conduct their role without the responsibilities of the secondary roles; more independent; the perception of greater safety; have multiple client experiences that they can use within the coaching, as well as bringing in multiple perspectives from their supervision experiences. In addition, a positive aspect is that they will ensure better adherence to professional coaching standards.

- **Supervision – external (against)**

Don't understand the organisation, nature of business and people, in it for themselves, less personal style, no impact with managers	
Research participant	Vignettes
RP6	The con is that they are outside people that don't understand the organisation and the nature of this business, as well as the people.
RP2	I don't like consultants. They are in it for themselves financially. I would be hesitant to do that. There is a lot of stuff that you can outsource in a company but then you must be quite clear about what you want and pay for it. Consultants, their purpose to grow their business. So, they hike their rates and build more.
RP11	Person on the outside a less personal intimate style.

Not close enough to keep coaching relevant, do not understand pressure of voluntary role, one size does not fit all, sustainability, trusting of an outsider	
Research participant	Vignettes
RP9	Being a voluntary coach – over and above my day jobs, there is certain pressure with that. An external person does not understand that. So, an external supervisor would be paid to find their own clients. They would coach and supervise. They would have own business. Running your own business is very different to coaching on a voluntary basis in an organisation or understanding the tensions you are involved in, they wouldn't understand. An internal would.
RP5	The risk could be longevity in programme. If for whatever reason, your contract was not renewed, the programme would fall flat. It would be up to the coaches to keep it going and like everything else, if you lose focus, you lose strength. That could be a risk.
RP12	It is scary. Who the hell are you? And it is there. Even if you have done brilliantly with them for three or four months in a row. It is still there. You are always an outsider. But what happens is that they begin to trust you. Because you are an outsider and you don't have an axe to grind in the organisation.

Overall, some of the negative aspects of the role of coach supervisor residing externally to the organisation are: don't understand the organisation such as the nature of business and people; they are in it for their own interest and not for the organisation; the supervisor will not have an impact with the managers; they will not understand the internal coach pressures regarding their day time role as well as the voluntary role of the coach; and the supervision process that the supervisor applies might not suit the organisation. In addition, if the supervisor leaves, then the sustainability of the internal coaching process is threatened. One of the supervisors indicated that trusting an outsider is always an issue and takes time.

- **Supervision – purpose (internal coaches)**

Community of coaches, continuous learning and growing, co-ordinate external coaches, critical eye	
Research participant	Vignettes
RP1	The supervisor's role is in creating and maintaining that sense of community.
RP9	For me, my continued learning and growth. I don't believe that you simply get an accreditation as a coach then you are done with the training. It is constant learning, changing and improving
RP10	But sometimes to keep you sharp and on your toes, raising the bar, you need someone to look at you less nurturing and more critically. That is positively critically.

A coach indicated that the purpose of supervision is to create and maintain a community of practice amongst the coaches while another pointed out that it is about learning and development. Also mentioned by coaches were: supervision is to better coordinate the external coaches, and represents the critical eye in maintaining standards.

Develop and organise, formal process, different perspective, efficiency of coaches, ensuring accreditation of coaches	
Research participant	Vignettes
RP2	There is a formal follow through programme in the bank that she organises, the triads or benchmarking. X would approach somebody and say would you take the October event and talk about your topic. How about this or do you have something in mind.
RP1	Get a different perspective really. If one is looking at the client journey from one side, the supervisor and the group serve as another mirror and another place where I can get another perspective.
RP2	Not all internal coaches are coaching; some are too busy or not selected. That is part of supervision, how efficiently you do this.

A coach indicated that it is a formal process organised by the supervisor while another said it is to bring a different perspective to the coaches. Also mentioned by coaches were: it is to ensure efficiency of the coaches, and to ensure that the coaches are suitably accredited.

Ensuring adding value, ethical requirements and practice requirements, feedback on own coaching, focus on client	
Research participant	Vignettes
RP11	If X isn't making sure that we are adding the value that we are supposed to add, if your reputation is bad, then it would stop.
RP1	There is a deliberate effort to make sure that all coaches are adhering to ethical requirements and practice requirements.
RP9	Then feedback on how I am doing personally in coaching. Am I keeping up the standards?
RP1	We can continually ensure that the clients' needs take precedence as opposed to what coach might be battling with at the time.

A coach indicated that the purpose is to ensure that coaching is adding value and thus enhancing the reputation of coaches while another pointed out that the purpose is to adhere to ethical and professional standards. In addition, the client's needs are protected. Another coach said that the purpose of coaching is to get feedback on their own coaching for improvement.

Integrated, maintain ethics and standards	
Research participant	Vignettes
RP1	I have noticed that the group of coaches helping me feel more entrenched into the organisation. Special network. I joined Company A 2½ years ago and I still don't know the broader organisation. So, coaching network that I have supervision with, is giving me little wings of spreading into the organisation a lot quicker than I would have if I wasn't part of a class like that.
RP1	The ethics would be very similar to other professional organisations. Entails things like having a sense of awareness and self-mastery to determine when you are in a good position to coach someone or when you may not. Whether the relationship has moved from a professional to grey area of being friends now for some unconscious reason the coach might be working on their own stuff, not realising no longer serving the client requirements.
RP10	Making sure the bar of coaching in the organisation is remaining at the right standard.

A coach indicated that being part of the supervision group of coaches allows for better personal integration into the organisation as they get to know more people and also get to know the organisation better. The same coach was of the opinion that the purpose of supervision is to maintain ethical and professional standards. This was confirmed by another coach who pointed out it is to ensure that high standards are maintained.

Managing reputation, monitoring and tracking, newly qualified, objective space	
Research participant	Vignettes
RP2	That would be the process and she would from time to time follow-up – wanting to know when it is done. Also, how many sessions. We have so many internal coaches and between them they have had so many clients. A way of quantitatively measuring what we are doing.
RP1	Supervisory role offers an objective space where you can check in with supervisor where you are battling with something, perhaps presenting challenge that you are working with that is too close to home. Gives you an objective space where you can check in and see am I still on track, am I still supporting my clients' outcome as opposed to possibly battling with my own stuff without full sight where I am, Getting hung up. Or not being as effective as I can be as a coach.

A coach indicated that it allows for better management of the coaches' reputation while another mentioned that it allows for monitoring and tracking of the coaches. Also pointed out by coaches was that it helps to support newly qualified coaches better and that it is an objective space for bringing in difficult coaching issues.

Quality control, safe place	
Research participant	Vignettes
RP8	The quality control aspect. If I feel isolated, my quality will drop, missing the greater knowledge pool. Either my quality will remain flat or drop.
RP1	Safe space of peers and other coaches and supervisor. Safe place to reflect on learning and ask all the questions you can ask.

Same methodology, screening clients, sound board, support, training, making sure that coaches are properly trained.	
Research participant	Vignettes
RP2	Some people come for coaching but might not require coaching at all but need therapy. So you need that supervisory element to catch that out before the client gets to me. If you don't, I go back to X and say, I am hitting something here which is out of my jurisdiction. Somebody needs to then deal with that element. It happens.
RP1	It is meant to provide support for them whether technical skill support or emotional support where it is required.

Overall, the purpose of coach supervision for internal coaches is: a formal process for the accreditation and efficiency of coaches; ensuring that the internal coaching process is adding value to the organisation; quality control through the adherence to ethical and practice requirements and standards. It is a safe place for coaches to get feedback on their coaching, support and training, as well as focusing on the client from a different perspective. The coach supervisor acts as a sounding board, ensures adherence to the same coach methodology, as well as the screening of potential clients.

- **Supervision – purpose (managers)**

Governance role, maintaining professional standards, procedures for breach of safety, safety	
Research participant	Vignettes
RP6	It is very important for me that what we said we would deliver, we delivered and that it was operating at the right credibility, right level of trust, right level of safety. It is almost that governance supervision component around making sure it is what we say it is. All the non-negotiable of a coaching relationship and practice that is lived and experienced.
RP6	Some resistance we saw initially is that they are internally people that we work with, people that I know, people I interact with. The issue in this environment of the safety, not about the content – internal versus external, insider versus outsider. The fears around perceived safety were quite real upfront. Because of that, the supervision was very important for me.

One manager indicated that the purpose of supervision is to maintain professional standards and is a governance role for the organisation. The same manager mentioned that that it ensures safety is maintained within the coaching process. Another manager pointed out that it is to ensure that procedures are in place if there is a perceived breach of safety within the coaching.

Apply best practice, appropriate matching, checking, consistent methodology	
Research participant	Vignettes
RP6	No 1. Appropriate matching of the individual with the coach. We are clear who we partner with, a large part of X's role is matching the coach with the coachee. The supervision process starts from the initial request, right through to getting feedback at the end.
RP3	I know that in our example, after a while, we do have the supervisor coming in to check that what we think and what we have learnt (from coachee). I suppose this is a checks and balances mechanism to make sure things are going right.

A manager said that supervision ensured that best practice is maintained while another indicated that it is for the better matching of coach to client. Also mentioned by managers were: supervision ensures that the correct process is followed, and it allows coaches to apply the same methodology.

Continuous learning and development, credibility, establish coaching community	
Research participant	Vignettes
RP6	The first is from a continuous learning and development perspective.
RP5	Credibility, I would say. Providing them with tools that are current, fresh and appropriate would keep them credible. That is where it should start and end.
RP6	...and that there is a team of them who can share together and learn together, sound board off each other is useful.

A manager indicated it is to ensure continuous learning and development of the coaches, as well as the creating of a community to share and learn from each other while another said that it is to make the coaching process more credible.

Maintain ethics and standards, manage reputational risk, more experience	
Research participant	Vignettes
RP3	So, you need a supervisor to be able to maintain the standards of that methodology.
RP6	The reputational risk was too high to not have the appropriate form of supervision.

A manager indicated it is to maintain ethics and standards while others said: it is to manage the reputation of the coaches, and the supervisor has more experience.

Problem solving, provide framework, modalities and models, share problems, support, train	
Research participant	Vignettes
RP3	You can discuss issues – this person has a particular problem and you don't know how to solve it.
RP6	Making sure that the coaches themselves were well trained, well equipped and well supported.

In summary, according to the managers there are numerous purposes of coach supervision for the internal coaches. For example: a governance role through maintaining professional standards; ensuring safety within the internal coaching process; and applying best practice. Procedures for breach of safety should also be established; there needs to be a place of continuous learning and development; credibility must be maintained; the coaching community has to be established and maintained; appropriate matching of client to coach is essential; internal coaches need to apply consistent methodology; the coaches need to be involved in problem solving; and different modalities and models should be shared.

- **Supervision – purpose (organisation)**

Accredited, brand credibility, compliant, professionalism	
Research participant	Vignettes
RP1	Our obligation as an organisation is to make sure that our coaches remain accredited.
RP4	A brand that is upheld with credibility. That is key.
RP6	It needs to be very sure from a compliance perspective, we are providing everything that we invest in needs to have credibility.
RP4	Professionalism of the role is key. I recommended it. I had to educate so much around this profession. Using internal coaches and having had them trained in a specific process that they would be supporting in this development programme.

A coach indicated that the purpose of supervision for the organisation is to ensure that the coaches are accredited. A supervisor said that it is to ensure that the coaching brand is credible and a manager agreed with this. The supervisor added that professionalism of the coaches is important.

Consistent methodology, driver of coaching, effective and efficient, feedback on trends, monitored	
Research participant	Vignettes
RP3	So on that basis, choose a particular methodology. So, you need a supervisor to be able to maintain the standards of that methodology. Every coach is different. Every coach has a different interpretation of what the message is and how to get it across.
RP1	The supervisor has to take cognisance of those trends. There is the need to have conversations with management teams within organisation where they supervise. They do have an obligation to say something, provide feedback and to challenge when required. They might not personally follow up every single area that they picked up. Bare minimum to hold a mirror. They are best placed in the organisation to contribute towards the conscious where it is required.
RP1	Monitoring the feedback from clients. Looking at challenges i.e., clients, not comfortable with particular coaches, flags been raised about anything. Be it confidentiality, not being able to help clients achieve their outcomes. That angle of wanting to proactively monitor and manage any challenges that come from there.
RP2	Without somebody driving it, it would not have happened.

A manager indicated it is to ensure that the same methodology is maintained by the coaches. Another manager said that it is to drive the coaching process as it would not happen otherwise. A coach pointed out that it is to give feedback to the organisation on trends or anything else that the supervisor notices. Also pointed out by coaches was that it is to ensure that the coaching process is effective and efficient and that it allows for monitoring of the feedback from clients and highlights any problems.

Keep track of coaching process, ROI, maintain standard, managed properly, manager external coaches	
Research participant	Vignettes
RP8	So, they want to see a return. Role of the supervisor keep track of how we doing, where the value is. We are a cheaper resource next to the external coaches. Can access a bigger part of organisation, at far less cost.
RP10	Maintaining the standard. If you get that right, have professional coaches.

A coach indicated that it is to keep track of the coaching process. A manager mentioned that it is to ensure that there is a return on the investment made. Another coach pointed out that it is to maintain the standard of the coaches. Another manager said that it is to ensure that the coaches are properly managed while another coach stated that the supervisor also manages the external coaches.

Proactively meeting the changing needs of the organisation, confidentiality	
Research participant	Vignettes
RP11	If you are hitting a restructuring or a retrenchment, isn't it comforting to know that you got a supervisor who can jump forward and say if you need, got services we can offer. Able to meet the changing needs of the organisation. When we had retrenchment, she offered our services.

A coach indicated that it is to proactively meet the changing needs of the organisation while a manager said it is to ensure confidentiality within the coaches.

Professionally accountable, programme credibility, quality assurance, risk management	
Research participant	Vignettes
RP1	Professional bodies i.e. psychology or social work hold its members accountable to conduct themselves in the way they are supposed to be. Make sure.
RP5	And investing in a coaching programme and individuals in the organisation, there needs to be credibility in what they are investing in.
RP1	Doing quality assurance. Tracking how they are doing as coaches.

A coach said it is to ensure that the coaches are professional and accountable to the organisation. In addition, it is to provide quality assurance of the coaches for the organisation. A manager indicated it is to make the coaching credible for the organisation.

Tackling source of trends, holistic development	
Research participant	Vignettes
RP1	Role as internal coach and supervisor goes a lot broader than providing guidance and support to the coach. There is an angle and element that involves going back to the source of the challenge back in the organisation and tackling it head on.
RP1	They are growing personally and professionally.

Overall, the purposes of coach supervision for the organisation are numerous. For example, accreditation of internal coaches; ensuring brand credibility; quality assurance through adherence to professional standards; all coaches applying a consistent methodology; ensuring that it is effective and efficient by producing feedback on trends; monitoring the coaching process; and a return on investment. Furthermore, the management of the coaching process and the management of the external coaches are important. The coach supervisor needs to be proactive in their approach in meeting the changing needs of the organisation and ensuring development of both the personal and professional development of the coach.

- **Supervision – purpose (supervisor)**

Community, accountability, ask questions, coaches growing, understand the culture and values	
Research participant	Vignettes
RP4	...there was some form of accountability as the coach to the group that you were working with.
RP4	Just keeping connected. Did have a component, doing this in isolation with your client, it is something comforting that you could come together as a professional association where you could grow and learn, connect, share stories and war stories, successes and all of that.
RP12	The first thing that happens when you supervise internal coaches is that you have to understand the culture. The culture and the values.

A supervisor mentioned it is establishing a community and being accountable to that community for the coaches, as well as a forum to ask questions about coaching issues and to learn and grow from participating. Another supervisor indicated that it is important to understand the culture and the values of the organisation.

Guidance and advice, doing reflection, ethical issues, evaluation of coaches, develop confidence in coach	
Research participant	Vignettes
RP4	Being evaluated in a way, the supervision needed to know that you were a growing as a coach and that your skills at a level and that they were comfortable they could put their profile forward for their clients.
RP12	I think they are nervous. I think they are nervous. The ones that I've worked with; I've trained quite a few. I think the group, when I was lecturing and running a course for you, I think we were going to work with internal supervisors. There is a lot of fear around, "can I do the job, am I going to be trusted, will they trust me?" You know, around the confidentiality issue. Do I have the skills; do I have the competence. I'm not as good as an externally trained supervisor – that kind of thinking. I think there is a lot of anxiety, nervousness and fear for internal coaches. I think they need development and supervision themselves in order to manage their confidence levels and self-esteem levels.

A supervisor indicated it is to provide guidance and advice to the coaches, allow for reflection, and discuss issues of an ethical nature while another supervisor said that it is to build confidence within the coach.

Learn from others, level of professionalism, maintain professional standards, safe and confidential space	
Research participant	Vignettes
RP4	The benefit of the group discussion was such a valuable learning because you learnt from other people's experiences, as well.
RP4	It is important that they are in some sort of supervision to keep the process clean, a level of professionalism.

RP4	Also, a professional check-in. They want a level of comfort that you are coaching. That you are mature enough to bring in any issues to them.
RP12	Well I get a lot of people calling coach supervision, coaching the coach. I don't think that is it at all because there is so much greater depth to it than that. I think, I don't know if you're asking for a definition. I think you're not. I think you are asking me what I think about it. The coach needs to be able to speak about their experiences as a coach in a very safe, neutral, confidential place where they can admit their frailties, their weaknesses – the things they are concerned about when they are coaching a client.

A supervisor indicated it is to learn from each other and to ensure a level of professionalism is maintained by observing professional standards, while another felt it is a safe and confidential space for the coach.

Mentored by experienced coach, professional development, emerging of themes	
Research participant	Vignettes
RP4	In a way, it is by being mentored by a more experienced coach.
RP4	For the coach — professional development.
RP12	<p>The other thing is for the emergence of issues or problems. Because if there is supervision of these coaches, the coaches are going to start identifying certain issues like abuse or toxicity in the system, lack of managerial skill, corruption, fraud ... any number of things that could be happening. Does that make sense?</p> <p>I think the supervisor is raising whatever emerges, getting the coaches to talk about whatever is emerging in their coaching sessions. The supervisor's job is then probably to report back to whoever is in charge of the overall coaching intervention.</p>

A supervisor indicated it is being mentored by an experienced coach, as well as for professional development of the coach while another believed that it is to harvest themes from the coaching for the benefit of the organisation.

Skills discussion, logistics, support, measure for other programmes	
Research participant	Vignettes
RP6	<p>Looking at qualitative information. What qualitative data do you think might be interesting and useful for management?</p> <p>Biggest one for me has been the levels of engagement and the number of people who have experienced coaching themselves and then put up their hands to say, either we want our teams to experience this and or we would like to be on the next training programme. We have seen the benefits and we would like to give back. For me, is one of those qualitative measures. The qualitative meaning is that the experience is so powerful, that people wonder – how much of this can I do and can I be part of this. I want to be able to impact other people's experience.</p>

The purposes of coach supervision as identified by coach supervisors are: creating a community of practice; ensuring accountability; learning and development for coaches; guidance and advice; ensuring reflective practice by the internal coaches; support, including support with ethical dilemmas; evaluation of coaching skills; maintaining of professional standards with mentoring by an experienced coach; and logistics. Another purpose is that it can harvest themes from the coaching for the benefit of the organisation. It is a safe and confidential space for the coach where confidence is built within the coach.

- **Supervision – value (internal coaches)**

Advice, agreed direction, assurance to maintain quality, assurance to maintain skill level	
Research participant	Vignettes
RP2	I can see the next coaching session with the same person the advice that she gave me, see how applied. See it being successful.
RP8	It gives me a lot of comfort that there is someone independent of me not subject to my own blinds spots and everything else that is keeping an eye on the process. That is to maintain the quality. Putting in effort to make sure that I am where I hope to be or think I am. This is something I can't do in my own internal space. I am biased. I can't see myself from an external perspective. To have an external perspective and to give objectivity to it.
RP8	For me, knowing that I am coaching part-time, it has to be a more active process to make sure that we are keeping at the level we needs to keep at. If there wasn't supervision, I would stress a bit more.

The coaches indicated: that they value the advice given in supervision; it provides structure and there is an agreed direction to work towards; it helps to have an independent perspective; and it helps to provide assurance that they are at the right skill level and that they have maintained quality.

Avoid mistakes of others, awareness of internal coaches capacity	
Research participant	Vignettes
RP8	Avoid mistakes other people have made, for me is worth the effort.
RP8	A conversation around what is the capacity you can do. This environment, most people are self-starter and self-managing. Making sure that we are at where we want to be. Going through the ebbs and flows of my business, sometimes to take on coaching is not ideal. Rather wait a month and not take that the person. Supervisor will distribute to who has capacity. We have 25 coaches. Also, help in the matchmaking to not to overextend the individual coach.

Coaches indicated: it helps to avoid the mistakes of others, and that the supervisor becomes aware of the coaches' capacity.

Encourage other client profiles, coaching resource, collaborative, connect with coaching community, complacency is easy	
Research participant	Vignettes
RP11	Also feedback, will give us feedback on new initiatives out there and opportunities to use our coaching skills.
RP9	Our supervision has been collaborative. This is where we are going, what does everybody think, how can we make it better and gathering feedback, whatever. So, a collaborative thing that I am part of.
RP8	On the softer side, nice to sit and chat with the other coaches. There is a camaraderie especially from being on the first group. Quite a tight group. Nice to catch up with everybody. Very nice space. Speak the same language. There is a social element to it –the training and the triads. Don't always see each other in the corridor. Good to have the connection and see what is happening. I have my daytime job. I am not fully emerged. To plug back in to what's happening in coaching – the opportunities and challenges.

The coaches pointed out: that the supervisor encourages the coaches to also coach different client profiles; the supervisor is an important resource; supervision allows for connecting with other coaches and to be part of a sharing and learning community; and it ensures that you are maintaining standards and that there is rigour in the coaching, as complacency is easy.

Development, drive function faster, easy access to supervisor	
Research participant	Vignettes
RP8	Gives me more confidence to know that I am actually where I should be as a coach – skills wise. There is a basic level which is not negotiable.
RP2	If you have somebody that drives a function – happens a lot faster, than if you have an informal group. Who do they go to convince somebody to build a coaching centre? That is something that X organised.

The coaches pointed out the following: the value from supervision is that the supervisor is willing to share and is readily available; it helps with their development as they know at which level they are; and it helps to better create the cohort of coaches.

Experiential learning, feedback, guidance, independent perspective	
Research participant	Vignettes
RP10	I had one or two in the beginning that I struggled with. It was a learning process for me. Frame the whole experience of coaching. Learning and feedback that helps. I got it from supervision. I feel far more relaxed now. Work with practical examples, as it is very helpful take to supervision. The content part is applying the training. In my options example, I know the

	theory but I didn't know how to apply it. That is the supervision.
RP1	Based on that reflection, we are given feedback – where you are doing well and where you can do things differently.
RP8	It gives me a lot of comfort that there is someone independent of me not subject to my own blinds spots and everything else that is keeping an eye on the process. That is to maintain the quality. Putting in effort to make sure that I am where I hope to be or think I am. This is something I can't do in my own internal space. I am biased. I can't see myself from an external perspective. To have an external perspective and to give objectivity to it.

The coaches indicated that they value the experiential learning component of supervision; they value the feedback and guidance received in the sessions; and that an independent perspective gives them reassurance and improved the quality of their coaching.

Keep skills sharp, keeping an eye on process, know coaches, know what is going on in community, library resource available	
Research participant	Vignettes
RP11	Also the library, providing a library of books, coaching tools in the coaching room, in the cupboard, full of cards and things you can use. Make it easier.

The coaches pointed out that: it keeps their skills at the right level; it must be valued that somebody is keeping an eye on the overall coaching process; it is important for the supervisor to know all the coaches and their level; the supervisor knows what is going on in the broader coaching community and feeds that information back to the coaches; and the library created by the supervisor is a valuable source for their coaching.

Maintaining professional standards, manage reputational risk, manage the coaching function, marketing of coaching	
Research participant	Vignettes
RP10	Reputation spreads quickly both good and bad. I want to maintain a standard. I don't want to be associated with a bunch of people that haven't got that standard. I would rather be more strict about it. Don't want to have the whole brand of coaching /the reputation slated because it is an organisation and an internal coach. Don't want to be seen to be lesser or less equipped than what an external coach is required to do. You already come with a whole lot of baggage.
RP11	If she doesn't market it properly, nobody would come.

One coach stated that they value the role of supervision in maintaining of professional standards, whilst another values the fact that the supervisor manages the reputational risk. Others mentioned that the supervisor's management of the coaching function is invaluable, and that marketing and selling coaching is important and valued.

Matching, mentoring, network of people within organisation	
Research participant	Vignettes
RP10	She will take three profiles and say why you don't look at these. That little bit of knowing her coaches and knowing where the guys are coming from, often the matching takes a lot quicker. She plays that matching role which for me, helps a lot. I don't have to deal with all of that. I am working as well, not a full-time coach. I am dealing with far less just introduction sessions. Typically, most of my introduction sessions, lead to coaching. That can be quite time time-consuming, if everyone that you meet, you have an intro session.
RP11	Also, a spinoff of that, is the bond that has formed between the coaches. I now have a whole new network of people that I can use or rely on, ask things on, in all contexts. We have a very nice network and that network is across all sections. A longitudinal network. It is people at all levels. A level lower and right the way to top COO's kind of thing. So, it is quite nice to have that communication and that network.

One coach values the matching activity that the supervisor provides in the selection of clients, another values the mentoring from the supervisor. Another indicated that the network of people created by the coaches is useful.

Nurturing and stretch relationship, other coaching initiatives, part of coaching community, part of meaningful process	
Research participant	Vignettes
RP10	Then it is just the relationship. One is the nurturing relationship, watching you grow and feedback. The other one is that cold, stretch and approach new experience.
RP11	Further role, is to find those new initiatives where we can add value. If you feel like your coaching is adding value in all of these initiatives, you are getting the feedback, then you want to do more.

The coaches value the nurturing and stretching relationship from supervision; the opportunity of getting involved in other coaching initiatives; the coaching community and the process of both supervision and coaching.

Provide tools, provides clients, requests for coaching at central point	
Research participant	Vignettes
RP8	Obviously providing all the tools and support and whatever else is necessary

One coach values the tools and techniques available from supervision, another values that clients are provided and that the coach does not have to source them. This was confirmed by another coach who values that all requests come from a central point.

Recognition, screen for readiness/coachability of client, set up structure	
Research participant	Vignettes
RP9	Also, I been given recognition through our structure that has been set up by the supervising board. Do you want your boss to know you have been coaching, do want him/her to get feedback from your clients so that he understands the impact you have made? You can choose all of that. Up to you. So, support and recognise.
RP10	We have all learnt through the process of filtering, are the guys really ready for coaching, what is the requirements, are they committed.

One coach values the recognition structure available from the supervision, while another values that the clients are screened for coachability.

Share, shared standards, soundboard, spread workload, structure	
Research participant	Vignettes
RP1	Group supervision session where we can share learning and what we are battling with.
RP10	She will also spread the load. We all tell her how much capacity we have got. That also helps.

The coaches expressed their appreciation as follows: they value the fact that they can share learning and other matters with the coaches within supervision; they value the supervisor as a sounding board; they value the fact that there is a structure in supervision; and that the supervisor is able to better spread the client load amongst all of the coaches.

Support, personal support, support during uncertainty as new coach, support in difficult coaching conversations, support with own coaching initiatives, time/support for yourself	
Research participant	Vignettes
RP11	Biggest thing, the support that I know is there, feel confident if stuck – I know where I can go to for assistance.
RP10	Time for yourself. As a coach you tend to be there for other people. Helps balance the system. So the whole system. If somebody is feeling down in coaching and doesn't have the support, it could bring down the whole system in the end.

One coach valued the support from supervision, another agreed and said that it is particularly the personal support one receives when dealing with own personal issues. Others indicated that supervision provides the help needed when one is a novice coach, and supervision offers restorative time for oneself.

Theory, training, triad practice, work with cases	
Research participant	Vignettes
RP8	We have triads on a quarterly basis to keep our skills up. I don't coach full-time so important to keep skills up. To maintain a quality, it needs an intervention. We get external coaches to sit with us in the triads, give us feedback and guide us, etc. A more live environment. Very useful one that was introduced this year.
RP10	Work with practical examples, very helpful to take to supervision.

Overall, all the internal coaches derived value from the coach supervision in some way. These were varied and numerous. For example: assurance of maintaining quality through adherence to professional standards and coaching skill level; receiving advice; ability to avoid the mistakes made by other coaches; useful coaching resource; connecting with the coaching community; experiential learning and development; guidance; independent perspective on own practice; being part of a meaningful process; sharing and support; receiving further training; ensuring triad practice; and working with client cases.

- **Supervision – value (managers)**

Consistent methodology, deal with issues, more experience	
Research participant	Vignettes
RP3	Like any person who is working in a job which they don't have much experience, supervision is going to be very useful. If they have issue that they don't know how to deal with, have a feedback session with whoever their mentor/ supervisor is, in order to sort out the problem.
RP3	Like any person who is working in a job which they don't have much experience, supervision is going to be very useful.

Some managers' views of the value of coach supervision for the internal coaches were: all internal coaches applying a consistent coach methodology; helping the coaches to better deal with issues; and being supported by an individual that has more coaching experience than them.

- **Supervision understanding – (internal coaches)**

Accreditation of coaches, content, process and relationship focus, develop new awareness of self and coaching practice, different perspectives	
Research participant	Vignettes
RP11	That is another responsibility of coach supervision, is the training. The initial training of the coaches and licensing them.
RP10	A supervisor does content – pure theory, does actual process with you – where are you in the process of coaching, how are you growing. Then there is that relationship part, you have being endorsed or we have built this relationship and I trust you. I trust your input and direction.

One coach indicated that supervision is for the accreditation of coaches while another pointed out that supervision is to ensure that appropriate theories and practices are applied, as well as building a trusting relationship with you. Other views of coaches were: supervision develops self-awareness as a coach, and it brings in different perspectives.

Ensure coaching is adding benefit and value, ensuring coaches are coaching, more experienced, keeping up-to-date with new skills, etc.	
Research participant	Vignettes
RP11	The way I understand it, you are looking at how coaches – internal to an organisational are supervised in their coaching role. Coaching is our secondary role (voluntary contribution) – over and above primary role. It is not taken into account in our appraisals for our 'real' role. How we are supervised as coaches. How it is ensured that we are maintain the right level of coaching and we are adding benefit and value rather than causing any negative damage. That is one part of supervision, the standard of coaching is correct and the results are what you want them to be – meaning positive.
RP11	Also to bring new skills in. New stuff to learn or interesting speakers that can come in and give a new slant on aspects of coaching. Different tools that you can use. Staying current.

One coach indicated it is to ensure that coaching adds value and benefits to the organisation, as well as ensuring that coaches are coaching while another mentioned that it is to work with another person with more coaching experience and learn from that.

Makes you a more effective coach, obligation, manage coaching reputation, managing other coaching initiatives	
Research participant	Vignettes
RP2	There must be a little bit of obligation, because the bank has invested money. That I understand. If there is, say there are six benchmarking sessions in the year and attend at least three or four (I am not too sure of the numbers) that's fair.
RP9or the supervisor will facilitate that you get coaching from another coach on a personal issue. There is no pressure if you have a personal problem that you must see the supervisor, the pressure is to sort it out and the supervisor is there if you need her. If you want to go to somebody else do that. It is creating that space to do that is part of the supervision.
RP11	It is managing all the coaching initiatives and allocation of the coaches to those initiatives.

The coaches' views were: supervision makes you become more effective as a coach; it is necessary as the organisation has paid for your training; and it helps to manage the reputation of the coaches.

Manager sees it as facilitator type role, positive affirmation, rapport is important, receiving feedback from client, monitoring coaching activity	
Research participant	Vignettes
RP9	...launches a training programme which the coaches would be part of. The supervisor would then get involved to rally the team. In some instances, a manager has approached our supervisor to request a coaching initiative for their area. They see supervision as more of a facilitator-type role.
RP10	For me in supervision, what should be the response? I doubted my responses. Nice to get someone who is not in the session to say – what were the pros and cons, what were the alternatives, how did it effect the coaching. Also, a little bit of affirmation, no you didn't mess the whole coaching session.
RP11	Another part of supervision – how using time as a coach. Are you actually doing coaching? If you are actually coaching. Are you using your coaching skills? How many people are being coached by you, getting feedback from those people and basic tracking of coaching activity?

The coaches pointed out: the manager still sees supervision as a facilitator type role; supervision is to receive affirmation from the supervisor that coaches are competent; and it provides coaches with the opportunity to get feedback from their client.

Reminds of good practice, reporting to organisation on results, setting up monthly sessions, support for coaches	
Research participant	Vignettes
RP10	For me, supervision in coaching is a couple of things..... The other one is if something keeps hooking you with clients, make sure that when you are coaching, you are doing what is best for the client – Not what is perhaps caught something in your experience, environment, your beliefs. This is not the person that I know that my coachee is talking about. Need to step out of that. That is not my experience.

One coach indicated that it reinforces good practice, while another mentioned that the supervisor reports the results to the organisation. Another coach pointed out that the supervisor sets up the supervision sessions.

Achieving objectives, act as a mirror, agreed brand, also coach	
Research participant	Vignettes
RP9	Part of the supervision role is also strategic. Having an understanding or agreement from the sponsor where they want to take the programme and having a plan in place for that.
RP10	Just because I have done 20, I have got the hang of it. Keep being reminded that there are some bad things. You didn't build rapport or you didn't interrupt. Just that mirror back.

RP9	Marketing – For a team of coaches to be successful they have to have an agreed brand and agreed objectives that they work together as a group. So, if I want to do a different type of coaching, that didn't fall in line with the Company A model, then I would need to do it somewhere else. A model that everybody understands and objectives that we can work towards commonly. Part of that model, in our case, is that we don't focus on performance coaching.
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One coach mentioned it is to ensure that objectives of internal coaching are achieved, as well as focusing on an agreed brand.

coaching the coach, community, don't know of other, key contact person for internal coaches, unsure	
Research participant	Vignettes
RP10	The co- coach is a peer. For me, it is a peer with experience. A little bit of a proxy supervision rather than having a discussion. Almost of if he was acting as the seasoned coach and given me how she approached it rather than saying this is how I would have approached it. He is standing in for how she did it. Not supervision, just chatting. R8 and I have a relationship that we have built up as peers. That is peer bonding. Experiential learning. Important for me.
RP8	Almost the “Go to Person” for the coaches.

One coach indicated that it is to establish the community; another indicated that they were unsure. This was confirmed by another coach who didn't know about supervision at all.

Maintain quality, measurements and governance	
Research participant	Vignettes
RP8	Once it gets established then it is the person who helps maintain the quality.
RP8	The supervisor should be instrumental in removing anyone that is detracting from the process that is not living to the ideals. Also more admin things, there is keeping stats, so from time to time, where are we, how many people, how many hours , the results coming out of it, things like that. Easy to pull out the statistics and say this is the benefits and successes. The supervisor is best placed to collect it and keep track of it.
RP9	There has to be certain structures, measurements and governance in place. So everybody understands the coaching purpose and the parameters that we work within. That is the first part of supervision. Putting that structure in place. Then maintaining it and then marketing that structure.

One coach mentioned that it is to maintain quality, as well as to ensure good governance.

Mix of different functions, must have credentials, shared objectives, trust is important	
Research participant	Vignettes
RP8	Can be a mentor, or a stick to say you know what, for coaching you got to do x, y and z, maintain the quality.
RP10	I would tend to go to somebody that knows me, seen me in coaching, understands my coaching. Trust is important.

Overall, the internal coaches' understanding of coach supervision was varied and numerous. For example: accreditation of coaches; helps to develop new awareness of self and coaching practice; bringing different perspectives; ensures coaching adds benefit and value to the organisation; ensures coaches are coaching; keeping up-to-date with new skills; rapport is important; monitoring coaching activity and reporting to results to the organisation; reminder of good practice; setting up coach supervision sessions; support for coaches; key contact person for internal coaches; maintaining quality and governance to professional standards; mix of different functions; necessity of credentials; and the importance of trust. However, two coaches were unsure as to what supervision is.

- **Supervision understanding – (managers)**

Developing the coach, managing coaching process, unsure	
Research participant	Vignettes
RP5	Traditionally, the role of supervisor manages the coaching process and focused more on developing the coach as opposed to working with the coachee.
RP5	I am a coachee in the programme. Not sure of the notion of supervision. Again, I am in an environment where people are strong enough to run with and take ownership of things and come forward and say, I need help there. Supervision is not something I have thought about it from a coaching perspective. – I would think , it should be a controlled process rather than a supervised process because that provides you with confidentiality to step forward to be coached. We make contact and we agree ownership. To my mind, it is between the coach and myself taken ownership to meet. Hold one another accountable for what we agree. I would rather have the control, if I slip on it, my coach holds me to task. Rather have my coach fulfilling the parent role in the process than management being involved.

Overall, the managers' understanding of coach supervision for the internal coaches was: developing the internal coach and managing the coaching process. However, most were unsure.

- **Supervision understanding – (supervisors)**

Systems and complexity of the environment, not get triggered by coach, not adequately trained if internal, balance organisational needs with coaches, develop learning culture	
Research participant	Vignettes
RP12	The other thing the supervisor does, that is different, is that the supervisor has to take in the complexity of the system within which the coach is working. So there will be either the system of a family or the organisation. Then within that, if it's in a business there could be a boss and there could be a sponsor; there could be colleagues, peers and direct reports. I mean it's a complex system that people work with in business. Then there's the coach themselves. The supervisor also then becomes part of that system. So it's having an understanding of the organisational relationship systems. So it's really having understanding of the system.
RP12	So the supervisor has got to have breadth and depth in order to work with an individual coach, and have the ability to not get triggered themselves by whatever the coach is bringing into the supervision session. It's quite a big job. Now that's somebody who is trained.
RP12	I think the thing that is most unique to the internal situation is that you're going to have people who are supervising coaches who aren't trained to be coach supervisors. They may not even be trained in coaching. They may not be trained in supervision, but they are in that role professionally because they've been nominated to be that. Maybe they are the Head of HR or whatever, the HR sponsor or the HR Business Partner or whatever it might be.
RP13	There is a difference for a lot of organisational coaches to be thinking about the individual client rather than the whole organisation as well. So the training or the background experience around working with really holding the tripartite kind of agreement and the organisation as an equal client to the individual is an equal client, it comes up often and unconsciously coaches just get immersed and identified with their individual clients. So the supervisory space is about supervising the equality of the organisational needs and the organisational experience and rights actually. Because there are policy rights that the organisation as an entity needs on its own versus my client (Personal client).
RP13	Coaches need to understand the process of what supervision is about so actually how it differs from being coached.
RP13	I think it gives professionalism, it creates part of a learning organisation, which most are not because of the reflective space that is there. It starts modelling, actually. It would be nice for a manager to actually sit in on a high level supervision process to see how things are handled, how feedback is handled. I suppose we can think about. I would not let them sit on everything. ...but the process of engaging feedback could be very interesting.

One supervisor indicated that the supervisor has to have an understanding of the complexity and systems within the organisation. This was confirmed by another supervisor. The same supervisor added that the supervisor needs to be trained sufficiently so as not to get triggered emotionally by

the coach whilst working with them, and also needs to be properly trained in supervision especially if internal. Another supervisor mentioned that the supervisor has to keep the needs of the client and the needs of the organisation in balance. In addition, coaches need to understand the process of supervision as it is different to coaching. Supervision also helps to develop a culture of learning within the organisation.

- **Supervision improvement – (internal coaches)**

Quarterly rather than monthly, recognised as part of job description, recognition and reward, selection process	
Research participant	Vignettes
RP8	It is the balance. Maybe not monthly training, but a quarterly thing, for half a day. Make it compulsory or people have to attend 2 out of 4 a year. On those Fridays, an hour or hour and half can be used for coaching. Sometimes it is easier for a half day set aside training. For me, less frequent more formalised training would be useful. But monthly ones allow people to find that time more often.
RP11	I wish supervision could get the rest of the bank to agree to allow us coaches to have that as part of job of our job description. Even if small percentage. It would be nice not to find the hours after your day job. Try and squeeze it all in. It should be part of your performance appraisal and taken towards the contribution you add, should also be rewarded, not only in your day job but in your coaching as well. It would be the supervisor's role to get that passed but it is new.
RP1	Love to see us provide monetary reward for our coaches. Still don't know how to do it. Given that everyone else in bank is rewarded in monetary ways. Number of business you bring in determines your portion of bonus. I would like to see us formalise the recognition and remuneration piece for our coaches. It would retain the calibre of coaches that we want to keep. We have people who want to do this role as volunteers.
RP2	Possible points, more selective in your criteria when you allow them. Two people above me, recommended me for coaching. If there is further internal coach training, the selection process will be more rigorous. The people on the second course were more carefully selected.

One coach indicated that the current supervision could improve if the monthly group supervision is held quarterly only; whilst another pointed out that it should be part of the coach's job description. Other coaches said that a reward and recognition process should be developed and formalised for the coaches, and that the selection of coaches should be rigorous.

Structure and value, too many options, train internal coach to become supervisor	
Research participant	Vignettes
RP10	What do want out of supervision and we are going to break it into two halves. What do you want in each half and let's have those conversations. Brings structure and then value. Otherwise walk away and think what was the point? Therefore, don't want to go back. Some of sessions, when self-promoted, because I have an issue. That is a little conversation to solve a little problem. Other times, what did I get out of that? The value?
RP10	Too many options, not a good thing. Keeping your skill at a level is not optional.

One coach indicated that the supervision needs more structure and must add value to the coach. The same coach expressed a need for fewer supervision options without compromising the skill level.

Attendance compulsory, equal status of roles	
Research participant	Vignettes
RP1	I still get the sense that it is optional for the coaches to attend. We don't necessary say to them if you have a session booked and on that same day you have a business request at a time that has been booked a month in advance that you absolutely must come to supervision. In this environment, the more business requires of people's time. As a coach it is your secondary roll. Easier to attend to what is required in their line responsibility, give supervision a miss. Not just coaching class, we see it on every programme we have when there is a choice between something that is driven from human capital side and something that comes from line. Line requirements will take priority.

One coach indicated that attendance at supervision should be compulsory as there are frequent cancellations of sessions.

Matching different independent persons, feedback of value to own manger, formalised minimum practice standards, general qualitative and quantitative information	
Research participant	Vignettes
RP8	Can have a different person independently that does the matchmaking. In our context, it works well as there is continuity. Who has been paired with whom and why. The supervisor does not necessary have to be matchmaker. Supervisor needs to know why that match happened though. Part of it is the stats. Determines a good insight into who does what, who fits better with whom so get best results. Easier to steer client to right coaches. For us it works.

RP11	Nice when you have your appraisal, appraised, that contribution gets missed by line manager. They have no idea how many hours get spent in my free time. Not my free time actually – helping people along and the difference you make. It is private obviously. I think supervision misses those.
RP8	Because this is a new initiative, for me what is missing is the track record. Whether it is performance coming out of the triads. Where are we at? We are only going to know once we are further down the road. Being an analyst, I need another data point, are we there?

Different supervisors, getting more formal with supervision, how to prepare for supervision	
Research participant	Vignettes
RP10	The risk of having the same supervisor, for too long, the edge decreases over time. Marginal utility. If same, same, I don't think you stretch.
RP10	<p>Benchmark of good supervision. Again, like coaching, it is not a conversation; it is there for a purpose? What is the purpose of supervision? How do we make it more rigorous? What the outcome should be. What you should walk away with feeling you have achieved.</p> <p>I would also outline what a good supervision process entails. When I come in here, what are the aspects we need to cover, i.e. at least cover – personal development, personal awareness, etc. A bit of agenda. I.e. what is supervision? And to have a good supervision session, this is what you need to come prepared with.</p>

More critical feedback needed, more education, more sharing and discussions with other coaches	
Research participant	Vignettes
RP10	Yes, and there are a lot of assumptions as well as beliefs, of how you behave and what you do. That is nice in some ways. Helps you get through other things. But sometimes to keep you sharp and on your toes, raising the bar, you need someone to look at you less nurturing and more critically. That is positively critically.
RP9	I think, because such a personal model – not a lot of insights to the other coaches' performance, needs, wants and their interactions. My interaction with my supervisor and where I want to take coaching in the bank is not transparent to other people, other coaches.. Therefore, a communication thing. How we are doing? What are coaching plans? What is so and so going to be involved in? Curiosity on my part. On the supervising team strategy. How they see the coaching model, how we can improve it.

In summary, the internal coaches indicated that their current coach supervision process can be improved in different ways. For example, changing the frequency of sessions from monthly to quarterly; better reward and recognition initiatives such as their involvement embedded in their job description; streamlining of the coach sessions as there are too many options; training internal coaches to become supervisors; making the attendance of supervision compulsory; matching of

coach to client can be conducted by a different and independent person; ensuring feedback of coaches' value to their own manager; formalised minimum practice standards as uncertainty exists, general qualitative and quantitative information should be available; having the possibility of different supervisors; formalising of supervision; methods of how to prepare for supervision; and more critical feedback on own work. Lastly, the coaches stated that the coach supervision process could be improved with more sharing and discussions with other coaches.

- **Supervision improvement – (managers)**

Awareness of coach and mentoring, capacity challenge, limit number of internal coaches	
Research participant	Vignettes
RP5	There is so much value in coaching but people still perceive coaching and mentoring to be the same thing. To take to the next level, it would be about clarifying the different roles to individuals, teams and organisations.
RP6	There is a capacity struggle, over and above managing the coaching centre and doing the supervisory role, she also coaches herself. As this grows we may need to ask the question around is it feasible to tri- hat – she is wearing all three hats. That is something we need to think about.

Manager of centre role versus supervisor role	
Research participant	Vignettes
RP6	So, it is interesting as we have almost faced that dilemma a couple of times around exactly that. I need this to work, I am supervising and it is my baby and I am making calls on whether it is working or not and is appropriately governed or not. One of the pitfalls may be that the person that is inherent invested in the process because it is their job and they are remunerate for, is actually making the call on whether it is working and the level of matching and output and return on investment isn't that sufficient. We haven't fallen into it yet but I can imagine it may well be.
RP6	I am also bringing in again the risk about being an insider and knowing what you know and having some additional insights, information and context that the external supervisor may not have where that plays at all in the kind of matching of internal coach and coachee and the kind of nature of the supervision. That might well be a future dilemma.

Overall, the managers indicated that the current coach supervision process can be improved in different ways. For example, more awareness of the difference between the coach and mentoring; limit the number of internal coaches; the capacity challenge of the internal supervisor; and the independence of the internal supervisor role due to their other existing responsibilities such as the manager of the coaching centre.

- **Supervision improvement – (internal supervisor)**

Group supervision, leverage resources, lots demands on internal coaches, maximise learning	
Research participant	Vignettes
RP4	We actually build containment, a space of containing what we have been dealing with, learning from other people's issues as well. Almost group coach as well, the other people could offer something. My one suggestion in my head is to replicate that at Company A and ask the teams to select who they would like to be in small groups with. Then once a month, I hold a series of those sessions. It would allow me to maximize my time and then the learning opportunities and collaborations between the small groups. My theme for the coaching centre this year is to maximize the coaching centre. That is an idea of how we can maximize the supervision approach so that we can keep it consistent. We get to everybody regularly enough. The small group approach is applied externally and maybe I need to apply it internally.

Professional development not neglected, qualitative information, conflicting priorities of internal coaches	
Research participant	Vignettes
RP4	The conflicting business priorities are an on-going challenge. I would prefer to have more frequent supervision of teams. To meet more frequently with my coaches. Always be mindful, this is also a volunteer role, so not remunerated for it. I need to be mindful of their capacity and contribution over and above their everyday roles.
RP4	I am curious about all the information that resides in the organisation. Feedbacks to the coaches stay on their file. Linked to the coach/client relationship and not fed back systematically.

Reward and recognition, see everybody regularly, volunteer role	
Research participant	Vignettes
RP4	That said, I am also doing a lot of reflecting and reading from a business perspective on what reward and recognition should look like for people like this. I don't think that they are necessary looking for monetary reward but it is to find out what would be that thing.
RP4	My challenge, is getting to everyone regularly enough.

Overall, the improvement of the current supervision process as viewed by the internal coach supervisor was as follows: introduce group supervision in order to maximise the learning of the internal coaches; see everybody regularly so that professional development is not neglected; determine how to better leverage resources; how to better manage the issue of many work demands on internal coaches with conflicting priorities. In addition, improvement of the current process can be achieved by knowing what qualitative information will be useful to harvest, and a better reward and recognition process.

- **Supervision working – (internal coaches)**

Accessible, closeout is important, established, minimum attend, monthly meetings	
Research participant	Vignettes
RP8	The closeout is fundamental.
RP1	Working: established, regular and readily accessible.
RP3	There is a guideline that you have to attend so many benchmarking triads and so many meetings in the course of a 6 month or 12 month period.

Other supervisors, regular	
Research participant	Vignettes
RP1	We get multiple perspectives. From time to time, X will bring in other supervisors to partner with her, if it is required. What works, we get her availability and expertise as a supervisor, and where she requires additional input, she does pull others from her professional network to come and support the coaches.

Training days, triads important, two kinds, working for me	
Research participant	Vignettes
RP8	Having the triads as a formal thing, was the missing step a year ago.
RP3	We have 2 kinds of things. The one is the benchmarking triads and the other one is an internal get together where one of the internal coaches will present a topic. So, that is like a catch up, a get together where people share their knowledge and experience but on a formalised way.

The internal coaches' perception of what is working well within the current coach supervision process was highlighted. These were: easy accessibility to the supervisor; receiving feedback from their client after the coaching has terminated is important and useful; having a minimum number of benchmarking sessions to attend; the monthly meetings where one gets to see the other coaches (at the time of the research, this was the only forum where all the coaches came together to meet); having other supervisors; having regular training days; and lastly, the triad exercise (benchmarking) which is important and useful.

- **Supervision working – (managers)**

Builds rapport with internal coaches from beginning, had an accredited person, matching internal coaches to other programmes	
Research participant	Vignettes
RP6	She is involved at the beginning of the process. She builds rapport with internal coaches from get go. That has been really useful.

RP6	My dilemma was, had we not an internal CO ABC person that was externally accredited, I would have gone the external route.
RP6	The other pro is the integration of coaching in all our programs. Nature of that is that she is so close to who is in what program. Which programme using coaching support as an enabler – which coaches are operating in which programme? Which individuals are in 2 programmes? Because she's close to the management and supervision, she can better match to program. The integration point has been very useful.

Modelled on another organisation, multiple role perceptions, selection of internal coaches, support internal coaches on entire journey	
Research participant	Vignettes
RP6	She has been able to work with them and support them through the entire journey. Some of them from initial discussions, should I be coached to should I develop as an internal coach? Some have been through the journey and coaching now with success, some with a little less success. Some have come to the end of a journey and said no thanks. She has been with them through all these journeys

The managers' perception of what is working well with the current coach supervision process was highlighted. These were: the coach supervisor builds rapport with internal coaches from the beginning; they already have an accredited person (coach) that they can use for internal supervision and other associated roles; and the process of matching internal coaches to their clients is modelled on other organisation. In addition, feedback was that the coach supervisor's support of the internal coaches on their entire journey is working well.

- **Organisational culture – (negative)**

Achieving results, coaching still unknown, high pressured, level of internal coaches skill	
Research participant	Vignettes
RP5	Our organisation is very driven. All about getting the good stuff on table and getting it done. That will always take priority.
RP11	It is starting to shift. Coaching is still quite new here. I had direct conflict with my senior manager in the beginning. He threatened to pull me off this stuff as it is airy fairy stuff. Quite anti it.

Majority not tolerant of coaching, pale male, people not priority	
Research participant	Vignettes
RP9	Still have a very pale male organisation
RP9	In Company A, some are very tolerant of coaching, some aren't. It is changing – creeping up. 30% tolerant, 70% not tolerant.

Prefer capability kept in-house, telling, tough	
Research participant	Vignettes
RP6	I am a big believer in trying to have as much of the core and heart of your business in-house. I try wherever to keep the capability in-house. There is nobody that understands CO ABC any better than the people that work in the organisation. I like to have somebody that is close to the content that can speak with authority, we has co-designed.

The organisational culture as described by the managers, internal coaches and internal supervisor was deemed to be negative and therefore not conducive to supporting internal coaching and coach supervision and ultimately a coaching culture is highlighted as follows: the organisation is a highly driven and results-orientated organisation and therefore is a highly pressurised environment; the concept of coaching is still unknown amongst the managers; the level of the internal coaches skill is still viewed to be lower than that of an external coach; the majority of the managers are not tolerant of coaching; people are not viewed as a priority; there is a strong preference for keeping all capability in-house as opposed to using external consultants; and the environment is task-orientated and tough.

- **Organisational culture – (positive)**

Coaching becoming more known, do things better, family culture, fun, good reputation, innovative, edgy and smart	
Research participant	Vignettes
RP8	Here it is a case of we want to do it better. We have a high standing in being Company A. Very good reputation in the market. To do that and improve on that, need to take everything to the next level.

Invest in people, learning and development, lots of opportunity, networking	
Research participant	Vignettes
RP10	We invest in people quite a lot... It is a learning and development organisation.

Owner/manager culture, people love working in organisation, positive energy, pro developing	
Research participant	Vignettes
RP5	People love working here... Don't easily leave for that reason. Once you have enjoyed a good culture, difficult to walk away from it.

Social responsibility, transparency, honesty and feedback valued, unique people and culture	
Research participant	Vignettes
RP5	Our culture is good in 2 ways for me. We have the best social responsibility arm to our business and we are kept very humble and are reminded of the world of plenty that we live in regularly. We have become good at giving back from a social perspective.

The organisational culture as described by the managers, internal coaches and internal supervisor was deemed to be more positive and therefore conducive to supporting internal coaching and coach supervision and ultimately a coaching culture is highlighted as follows: coaching is becoming more known; there is a desire to do things better within the organisation; there is a fun and family culture; innovative culture that invests in people and their learning and development with lots of opportunity. As a result, people love working in an organisation of this nature because of the positive energy, where transparency, honesty and feedback are valued.

In summary: From the axial coding and the vignettes I compiled from the research participants' accounts I created 35 main categories that vary according to the respective perspectives of the internal coaches, the supervisors, the managers and/or organisation.

Next, I offer the last coding phase, namely selective coding.

3.4.3. Selective coding

Selective coding involves the integration of the categories that have been developed to form the initial theoretical framework. It offers a more advanced type of coding which is at the heart of theory integration (Birks & Mills, 2011). This is where categories are critically examined for their interrelationships and further developed into higher-order categories, which suggests an emerging theory (Goulding, 2002).

In my application of selective coding I took two main steps.

Firstly, I used Atlas. ti to further integrate the axial coding. In order to do this, I made use of the code family manager to develop these higher level categories **and secondly**, once this was done, I

printed all these categories. I then manually integrated the axial codes from the two interviews of the coach supervisors with these higher level categories. These higher level categories were further divided into 11 main categories. I now present Table 3.4 of the 11 selective coding categories and the associated axial coding (sub-categories) that were identified.

Table 3.4: 11 selective coding categories (main categories)

Main categories (selective)	Sub-categories (axial)
COACHING	
1.1 Coaching value – (organisation)	Access more of organisation Cheaper alternative Lever for cultural change Improve HR processes including use in other programmes
1.2 Coaching value – (internal coaches)	Transfer skills to other people situations Developing people
	Also improved in own job and person, bring meaning and impact, support to changes, value from coaching community, reward-feedback from clients, start personal journey, support function to other initiatives.
1.3 Coaching value – (managers)	Harnessing strengths, improve your skills, better deal with issues, better manage, better self-awareness
	Developmental tool, good learning, help improve teams Know and understand strengths Recommend to team
2.1 Important in coaching – (internal coaches)	Contracting Pay it forward Choose workload
	Professionalism Maintain reputation Selection criteria for coaches Prestige
2. 2 Important in coaching – (managers)	Confidentiality and safety Trained credible coaches
3. The experiences of the communities of practice network	Safe and supportive Sharing Not self-organising Community spirit
4.1 Coaching issues – (internal coaches)	Internal versus external perception Not included in appraisals Coaching activity
4.2 Coaching issues – (managers)	Coaches too senior Day job priority – not paid Measure value What is coaching?

Main categories (selective)	Sub-categories (axial)
	Insufficient request Low experience and skill level
5.1 Coaching dilemmas – (internal coaches)	Withhold judgment and remain neutral Ethics – confidentiality issues Conflict of interest Client resigns Client doesn't pay – continuous cancellation or postponement
	Client versus organisation agenda
	Who is client? Client wants mentoring (i.e. solutions given) Insufficient buy-in from own manager
	Adequate reward and recognition
5.2 Coaching dilemmas – (managers)	Conflict of interest Dual role ROI, i.e. giving back sufficiently
	Internal versus external coaches Ethics: confidentiality and trust
6. Managing dilemmas	Boundary management – between roles Structural – arm's length, i.e. can't coach subordinate Supervision
	Discuss other coaches Transfer client to another coach Use own discretion
7.1 Contracts – formal	Coaching and confidentiality agreement with organisation
7.2 Contracts – informal	Coach and client No code of conduct No constraint of trade No reports to managers No supervisor and coach contracting
SUPERVISION	
8. 1 Supervision – understanding and purpose – (internal coaches)	Critical eye Design a formal supervision process Ethics Client safety Objective and safe space Screen clients Act as a sound board Support especially for newly qualified coaches Accreditation of coaches Provide content and process Develop trust in relationship

Main categories (selective)	Sub-categories (axial)
	Develop new awareness of self and coaching practice Bring different perspectives Adherence to professional standards Ensure that coaching is adding value to organisation Ensuring coaches are coaching Supervisor – more experience Improve effectiveness and efficiency Obligation Manage coaching reputation Managing other coaching initiatives including external coaches Receiving feedback from client Monitoring coaching activity Adherence to professional standards Feedback to organisation Setting up sessions Support Act as a mirror Coaching the coach Don't know of other Unsure Part of community of coaches – network Key contact person Quality control Measurement and good governance Mix of different functions, must have credentials, shared objectives, trust is important
8.2 Supervision – understanding and purpose – (managers)	Governance role – on track Professional standards Procedures for breach of safety Ethical eye
	Apply best practice Matching Coaches apply consistent methodology
	Continuous learning and development of coaches – further training, help with problem solving, further education, models, tools
	Establish community – share within Maintain credibility – manage reputational risk Support
	Have more experience Developing the coach, managing coaching process, unsure Facilitator type role Apply consistent methodology Help coach deal with issues, supervisor has more experience than coach

Main categories (selective)	Sub-categories (axial)
8.3 Supervision – understanding and purpose – (organisation)	Brand and program credibility Adhering to professional standards
	Drives coaching Coaches accredited Consistent methodology Effective and efficient process
	Feedback to organisation – trends to follow up later by supervisor or organisation ROI Governance – managed properly, monitored Manage external coaches
	Flexible to organisation – meet changing needs Quality assurance – keep track Professional accountability Risk management
	Coaches develop personally and professionally
8.4 Supervision – understanding and purpose – (supervisor)	Accountable by coaches Community – learn from others
	Manage ethical dilemmas Reflective learning Evaluation of coaches Guidance and advice
	Maintain professional standards Ensure professionalism
	Supervision attributes: Adult learning and psychological literacy Listening skills Complexity and systems Not get triggered by coaches Different lenses due to blind spots Develop confidence and self-esteem in coaches Ensure coach on track with their client Emerging of themes Mentoring by experienced person Learning and development for coaches – skills Systemic view Manage personal triggers
	Collecting qualitative and quantitative data Support Assist in other programmes
	Positive affirmation Also coach

Main categories (selective)	Sub-categories (axial)
	Confidentiality and safety of client Internal supervisor may not be trained in supervision or coaching Alignment with culture and values Systemic lens Not get stuck in culture Equality of organisation and client Maintain objectivity Coaches need to know what supervision is Explore different perspectives Feedback to organisation Maintain objectivity Awareness of internal politics Remain neutral Make purpose and role of supervisor explicit Industry not sophisticated enough Lack of understanding of supervision Name confusing Ethics and professionalism important Feedback to organisation such as themes Part of developing a learning culture.
9.1 Factors that discourage supervision	Breakdown in confidentiality Organisation culture, example resistance to rules and regulations
	Receive feedback not good coach Not understanding coaching or supervision No suitable supervisor
	Not building relationships with coaches Supervisor not competent Indiscretion on part of supervisor Lack of support for supervisor
9.2 Factors that promote supervision	Made compulsory Organisational culture: flexible to changing environment, transparency Honesty and feedback, owner/manager culture, respect for expertise
	Quality assurance Return on investment – producing evidence Support from top Learning that occurs for coaches How feedback is given to organisation Supervisor openly sharing own journey
10.1 Supervision – internal (for)	More access to supervisor Cost saving benefit Understanding culture and values
	Best interest of organisation including loyalty Intimate knowledge of coach including: skill set and what they are going

Main categories (selective)	Sub-categories (axial)
	through (empathy) Discuss with manager – coaching
	Conduct match-making, including screen client coachable More effective
	More specific to organisation needs Understand systemic issues Part of process Proactive
	Either could work
10.2 Supervision – internal – (against)	Demanding – multiple roles, increasing demands Supervisor needs supervision
	Not challenging enough Continuously manage perception
	Emotionally invested Personal agenda Industry not mature
10.3 Supervision – external – (for)	Better confidentiality of clients and more safety More confidence in supervisor ability by others
	Ethical – independence Flexible use when needed by organisation Firmer on coaches not pitching
	Must understand the business needs Must have various experiences
	Multiple lenses and experience
	Adhere to professional standards More challenging No personal agenda
10.4. Supervision – external (against)	Lack of intimate understanding of organisation and people (not understand pressure of voluntary role) Just like a contractor – no loyalty – in it for the money Not personal No impact with managers
	Not involved in important coaching decisions Supervision not tailored to organisation Sustainability of coaches if contract not renewed Outsider – initially coaches don't trust Personal agenda
11.1 Organisational culture – (negative)	Achieving results Coaching still unknown High pressured Level of internal coaches' skills

Main categories (selective)	Sub-categories (axial)
	Majority not tolerant of coaching, pale male People not priority
	Prefer capability kept in-house, telling, tough
11.2 Organisational culture – (positive)	Coaching becoming more known, do things better, family culture, fun, good Reputation Innovative, edgy and smart
	Invest in people, learning and development, lots of opportunity, networking
	Owner/manager culture People love working in organisation, positive energy Pro developing
	Social responsibility Transparency, honesty and feedback valued, unique people and culture

Eleven themes emerged from this phase. We next look at each of them in turn.

- **Theme one:** Internal coaching is of value to the organisation, as well as internal coaches and managers.

Most people (managers and internal coaches) experienced participating in the internal coaching process as valuable. From the organisation's perspective, the internal coaching programme allows more people to be coached and it is cheaper than using external coaches. Implementing the coaching programme may be also seen as a lever for helping to change the culture of the organisation. If coaching is included it may also assist in improving other human resource development programmes.

Some internal coaches found that they can use their coaching skills in respect of other people. It is also useful to managers to apply coaching when developing their own subordinates. They found that starting the process of internal coaching training is like the beginning of a rewarding and deeply personal developmental journey. The managers are able to act as coaches in other leadership development programmes. They also stated that they derive great value from being part of a coaching community and not coaching in isolation. Receiving positive feedback from their coaching clients, via the coach supervisor, makes the coaches feel good about coaching and the role that they play. The managers who themselves had been coached by the internal coaches found that it helps them to identify and harness their strengths, as well as develop greater self-awareness. This in turn helps them to better manage their teams. They are also better equipped and more informed to recommend internal coaching to their team members should the need arise.

- **Theme two:** Certain issues such as confidentiality, safety and credibility from both managers' and coaches' perspective are important to maintain in the internal coaching process.

The coaches and the managers identified confidentiality, safety and credibility as important to develop and maintain in the internal coaching process. In addition to this, the following are of equal importance for internal coaches but not for the managers: proper and effective contracting in the coaching relationship with the client; the prestige of participating in the internal coaching process; and having robust selection criteria for internal coaches.

- **Theme three:** All the internal coaches indicated that they value being part of communities of practice network.

By nature of their role, internal coaches work in isolation. They are unpaid volunteers, whilst their primary role is a manager or specialist within the organisation. Most of the coaches found the network to be safe and supporting, where they can learn and share with each other. However, due to the pressured nature of their two different roles and time constraints, some said they feel it is the duty of the supervisor to organise the coaching programme and thus it is not a self-organising system, which is normally the practice of such a community.

- **Theme four:** There were unresolved coaching issues from both the managers and the internal coaches that need addressing for long-term success and sustainability of the coaching programme.

Managers and coaches had differences in viewpoints as well as lack of agreement on various coaching issues that if not resolved, could affect the sustainability or efficiency of the coaching process. For example, managers did not have a good understanding of the fundamentals and differences of coaching and mentoring in the organisation. In order to assess the value that coaching brings to the organisation and advancing it, a reward and recognition process for the internal coaches needs to be put in place as the practice of coaching is voluntary.

Within the organisation, the coaches themselves and some managers still had the perception that using external coaches is a better option as they have better skills and are more experienced. Some managers felt it was difficult to evaluate the value coaching has for the organisation while others still did not fully understand the concept of coaching and confused it with mentoring. Managers were also concerned that some coaches are too senior and therefore junior staff members might feel intimidated and would therefore not wish to be coached. One manager indicated that meeting the daily job demands remains a priority for both the coach and client and would override the coaching sessions that are set up. Coaching is voluntary and as one manager indicated, there needs to be adequate reward and recognition for coaching such as in the annual job performance appraisals for the coaches.

- **Theme five:** Due to the unique nature of their role and the complex organisational environment, internal coaches are continuously faced with ethical challenges and dilemmas.

The nature of the organisation with its multiple coaching relationships is complex for the internal coach. However, a few formal structures or strategies are in place for internal coaches that assist them in managing ethical issues better. It was seen as important that these strategies be developed further and awareness created.

Four of the coaches indicated that remaining confidential is difficult to manage in the organisation. A potential dilemma identified was that the coach might already know who the client is discussing and thus already have a preconceived opinion or experience of them. In cases like this, they would need to remain neutral, whilst withholding judgment about the client. This could potentially create conflict of interest. Another dilemma that was identified is that the coach may also from time to time work with the client's line manager where confidentiality about the client is important. Other similar difficult situations include where they coach somebody they engage with in another capacity within the organisation, or where, because the coach is also a line manager, it leads to a discussion of their client's working performance. Some of the managers agreed that these are potential confidentiality issues and conflicts of interest.

One coach mentioned that as the client does not pay for the coaching session, cancellations or postponements of sessions occur frequently. How to best manage this is a continuous dilemma for coaches. Another possible dilemma is when a client resigns during the coaching process. For example, how does one sustain and manage this client, as well as the organisation's interest in their staff?

Four of the coaches indicated that it is difficult not to mentor (offering advice or be directive) within the coaching relationship. A supervisor pointed out that practising their coaching skills in triads and getting feedback assists coaches to manage similar situations better. A coach indicated that sometimes a client demands mentoring and not coaching, which makes it difficult to manage.

A coach and some managers pointed out that it is very difficult if a coach's own manager does not approve of them coaching and appreciates that this takes time. Along with this, it is the balancing of meeting daily job demands and those related to coaching that is not easy for the coach.

A manager indicated that getting more value from an external coach as opposed to an internal coach is a general perception in the organisation. The same manager discussed the dilemma where the coach is being invested in by the organisation that requires the coach to return the investment sufficiently in terms of their coaching time and commitment.

During discussions of strategies or structures coaches employ to manage dilemmas, one coach indicated that coaches use their own discretion. Another mentioned that they would transfer their client to another coach. A manager welcomed this while another coach said they would even discuss the issue with another coach. Five coaches indicated that they take their ethical dilemma to the supervisor for further discussion in different ways – either when it occurs, later via the telephone or e-mail, face to face or in a group supervision session.

Both coaches and managers agreed that developing boundary management structures, such as not coaching a subordinate, helps in managing dilemmas. One coach added that differentiating between coaching and manager roles also helps.

- **Theme six:** There were only two formal written contracts or agreements in place governing the nature and duties of the different coaching and coach supervision relationships within the organisation (at the time this research was conducted).

Contracts or agreements that needed to ensure clarity and understanding between internal coaches, the supervisor, coaching clients or the organisation were either non-existent or verbal (informal).

As the supervisor pointed out, only the coaching and the confidentiality agreement between the organisation and the coach exists.

There is a need for further contracts as these would enhance greater understanding and clarity amongst the various parties, such as a code of conduct for the coaches and the contract between the supervisor and the coach. In addition, the supervisor also indicated that there are also no formal reports submitted to management once the coaching relationship has been completed.

- **Theme seven:** The role and purpose of supervision is not well understood amongst coaches, supervisors and managers within the organisation.

Initially I could not find any patterns in the opinions offered by the research participants. Attempting to understand the different perspectives from the supervisors, coaches, managers and the organisation, I consolidated the sub-categories further. I managed to organise these into the three functions of coach supervision, namely: qualitative, developmental and resourcing, which were defined by Hawkins and Smith (2006)¹⁵. Any concepts that did not fall into these functions, I put into other subheadings, namely: other functions unique to internal coaching, qualities of a supervisor, and general. I also returned to the code lists, and checked whether I had possibly overlooked any concepts. The outcome is portrayed in Table 3.5.

¹⁵ Please see Chapter 4 (Section 4.3.1.1)

Table 3.5: Comparing functions of supervision with the views and experiences of supervisors, coaches, managers and the organisation

Functions of supervision	Supervisors	Coaches	Managers	Organisation
Qualitative				
Critical and ethical eye	x	x	x	x
Client safety including confidentiality	x	x	x	x
Adherence to professional standards and good practice	x	x	x	x
Quality control – Measurement and good governance including evaluation of coaches	x	x	x	x
Procedures for breach of safety			x	
Developmental				
Objective and safe space		x		
Act as a sounding board		x		
Support especially for newly qualified coaches	x	x	x	
Provide content and process		x	x	
Develop trust in relationship		x		
Develop new awareness of self and coaching practice		x		
Bring different perspectives	x	x		
Improve effectiveness and efficiency		x	x	x
Act as a mirror		x		
Continuous learning and development of coaches – further training, help with problem solving, further education, models, tools	x	x	x	x
Coaches are accountable	x	x		
Resourcing				
Develop personally	x	x		x
Develop confidence and self-esteem in coaches	x			
Manage personal triggers	x			
Other functions unique to internal coaching				
Design a formal supervision process		x		
Accreditation of coaches		x		x
Ensure that coaching is adding value to the organisation		x		
Ensuring coaches are coaching		x		
Manage coaching reputation and credibility		x	x	x
Managing other coaching initiatives including external coaches	x	x		x
Receiving feedback from client		x		

Functions of supervision	Supervisors	Coaches	Managers	Organisation
Monitoring coaching activity		x		
Feedback to organisation	x	x		x
Key contact person		x		
Mix of different functions		x		
Set up and be part of community of coaches		x	x	
Shared objectives		x		
Matching and screening clients		x	x	
Apply best practice			x	
Managing and driving the coaching process			x	x
Coaches apply consistent methodology			x	x
Ensuring return on investment				x
Flexible to organisation – meet changing needs				x
Collecting qualitative and quantitative data including emerging themes	x			
Alignment with culture and values	x			
Part of developing a learning culture	x			
Make purpose and role of supervisor explicit	x			
Equality of organisation and client	x			
Qualities of supervisor				
Must have credentials		x		
More experience	x	x	x	
Facilitator type role			x	
Guidance and advice	x			
Adult learning and psychological literacy	x			
Listening skills	x			
Complexity and systems thinking	x			
Not get triggered by coaches	x			
Internal supervisor may not be trained in supervision or coaching				
Awareness of internal politics	x			
Not get stuck in culture	x			
Remain neutral	x			
General				
Industry not sophisticated enough	x			
Name confusing	x			
Overall lack of understanding of supervision		x	x	

Note: those rows highlighted in yellow indicate agreement between four groups, whilst those highlighted in pink indicate agreement of three groups.

With regard to the qualitative function, all categories of people agreed with the different supervision functions, namely critical and ethical eye; maintaining client safety including confidentiality; adherence to professional standards; and good practice and quality control which in turn, includes measurement and good governance and the evaluation of coaches. However, one manager felt that provision should be made for developing procedures to provide for when there is a breach of safety of the client by the coach or a transgression of confidentiality by the coach.

As to the developmental function, all agreed that supervision is necessary for the continuous learning and development of a coach, such as further training, help with problem solving, and further education on models and tools. Three categories, namely internal coaches, managers and supervisors also pointed to supervision as providing support, especially for newly qualified coaches.

Overall, amongst the coaches and managers, there was a general lack of understanding of what coach supervision entails. For example, one manager hadn't even thought about it before and another one was unsure as to what it is.

- **Theme eight:** Certain functions of coach supervision are unique to the coach supervision of internal coaches within the organisation.

In addition to developmental, qualitative and resourcing functions, other functions were indicated as unique to coach supervision of internal coaches within the organisation. These I termed other functions unique to coach supervision. The occurrence of these could be because of the situation of the organisation where, the role of supervisor is internal and has evolved over time and now is combined with multiple functions.

However, there was no agreement amongst the four groups with regard to all these functions. Amongst the two categories of coaches and organisation, there was agreement to: managing coaching reputation and credibility; managing other coaching initiatives including external coaches; and providing feedback to the organisation. On the other hand, the supervisors agreed on managing other coaching initiatives including external coaches, and providing feedback to the organisation. Whilst the managers only agreed to the following: managing coaching reputation and credibility as functions of supervision.

- **Theme nine:** Various factors in the organisation discouraged supervision, whilst others promoted supervision.

It is important to have an awareness of these factors when implementing coach supervision as these could influence the success and sustainability thereof.

One coach indicated that if there is a perceived breakdown of the client's confidentiality whilst attending supervision, this could prevent coaches from attending the supervision sessions. Three other coaches mentioned that another discouraging factor could be related to a difficult organisation culture, such as resistance to perceived rules and regulations found within the organisation¹⁶.

Another coach mentioned that if he or she receives feedback in supervision that they are not good coaches, this would dissuade them from continuing. Two coaches mentioned that a general lack of understanding of both coaching and supervision has created a resistance to supervision.

In addition, some coaches mentioned if there is no suitable supervisor or if he or she is not competent, this leads to the creation of negative views of supervision.

One supervisor added that another discouraging factor is if there is a lack of support for the supervisor from the organisation. The same supervisor indicated that not building trust relationships with coaches would discourage supervision further, as well as any indiscretion that might be committed by the supervisor.

Factors that promoted supervision were numerous. One manager mentioned that coaches feel obliged to attend supervision sessions as part of their continuous coaching development. One coach indicated that there are positive organisational cultural elements, such as transparency, honesty and feedback which enhance supervision. Two people, one manager and one coach, said that when the organisation seeks quality assurance from the coaching process, it supports the need for supervision, as supervision allows for this. Another coach indicated that support from top management would certainly promote supervision.

One manager indicated that the need for a return on the investment in coaching would also promote supervision as it allows for support and governance. Also, as the organisation has a results-driven culture, two coaches mentioned that the supervisor could submit evidence (data) to the organisation in the feedback process to support this. One supervisor indicated how this is done in a transparent manner that can further enhance supervision.

One supervisor pointed to the fact that the learning that happens for coaches within supervision indicates that there is a necessity for supervision.

¹⁶ Since organisational culture became particularly important, I discuss it in more detail in Theme 11.

- **Theme ten:** It is uncertain as to which is more favourable – the role of the supervisor internal or the one external to an organisation.

However, it is more important that the supervisor is trained and has the required competence and experience and that all supervisors receive supervision themselves, especially if they are internal.

A number of participants supported the view that the supervisor should be internal to the organisation. Both a coach and supervisor indicated that internally placed means the coaches have easier access to the supervisor. Two managers and one coach said that this arrangement saves costs. Two managers and two coaches indicated that the internal supervisor has a better understanding of the culture and values of the organisation. In addition, he or she has more intimate knowledge of the organisation and thus understands what coaches go through, as well as understands the systemic dynamics and issues that are coming up in the organisation. This was confirmed by a supervisor and four coaches. A coach added that screening clients and allocating them to coaches is also achieved more easily from within.

One coach indicated that the supervisor could easily discuss with the line manager the value that the coach adds through coaching. A manager indicated that the supervisor would be more loyal to the organisation and therefore serve in its best interests and be more effective.

One supervisor said that having the supervisor internal or external to the organisation could both work provided the person is properly trained and has appropriate experience and competence. However, two managers mentioned that the internal supervisor is not only the supervisor but ends up having multiple roles which could be demanding or lead to a potential conflict of interests. On the other hand, as one supervisor indicated, the industry at this stage is not mature enough to have a successful internal supervisor. Another said that the internal supervisor would themselves need supervision to ensure working effectively.

Finally, a coach indicated that an internal supervisor would be less strict on coaches not arriving at supervision sessions than the external one.

Let us now turn to the advantages and disadvantages shared by the research participants regarding external supervisors. One coach indicated that having an external supervisor would lead to better management of confidentiality, as well as safety of the client within the coaching relationship. This was also confirmed by a manager, four coaches and one supervisor suggesting that an external supervisor would in addition to this be more independent, more challenging and neutral.

One coach and a manager suggested that the external supervisor would bring different client perspectives and experiences from having worked within numerous organisations. Two coaches

said that the external supervisor would have greater depth of experience, and another two confirmed this by adding that external supervisors would bring multiple perspectives as they are external to the organisation.

The internal supervisor indicated that it would take some of the burden off an otherwise demanding internal role. Another supervisor indicated that the external supervisor would have no hidden agenda at the organisation. For example, they would not be emotionally involved in the outcome of coaching and supervision.

One coach indicated that there is more flexibility when the organisation needs the supervisor because of particular demands. Another coach indicated that people would have more confidence in the supervisor's ability if they are external.

Two managers and one coach indicated that there is a lack of intimate understanding of supervision within the organisation. One coach indicated that there would be no loyalty as the external supervisor would be in it for themselves only, for example financially. Another coach indicated that the experience would not be as personal as that of an internal supervisor. One coach indicated that the supervisor would have no impact with managers.

A supervisor indicated that initially coaches would not trust an external supervisor. One manager expressed the concern that if the contract with an external supervisor was not renewed it would affect the longevity of the coaching programme.

- **Theme eleven:** Organisational culture can both support and hinder internal coaching and coach supervision.

The organisation's culture was described in both positive and negative ways by the managers, internal coaches and the supervisors. There are various elements within the organisation's culture which support or hinder coaching and coach supervision. Some elements were deemed to be negative and therefore not conducive to supporting internal coaching and coach supervision and ultimately a coaching culture¹⁷. These will now be discussed.

For example, the organisation is highly driven and results-orientated with a highly pressurised work environment which makes balancing the work and coaching demands difficult for the coach. The concept of coaching is still largely unknown amongst the managers and is frequently confused with mentoring. The level of the internal coaches' skill is still viewed to be lower than that of an external coach and therefore the external coach is seen to be the better coach. The majority of the managers are not tolerant of coaching and therefore do not support the concept of coaching within

¹⁷ It is important to note that the study is merely describing what some of these elements are in organisations and suggesting that they may not be supportive of internal coaching and coach supervision. The "how" and "why" it hinders coaching and coach supervision are largely unknown and remain speculative.

the organisation. Generally, people are not viewed as a priority and therefore the need for development is not seen to be important. There is a strong preference of keeping all capability in-house as opposed to the usage of external consultants.

However, balancing work demands with those of internal coaching in a results-driven culture, coupled with the associated time constraints, is not easy. Furthermore, reward and recognition processes become important to put in place as the role of the internal coach is voluntary. This is best explained by the following manager's comment:

RP6: "It is voluntary. Whilst as an organisation we feel strongly about rewarding people for contribution over and above their KPIs, they are recognised but not through pay check associated with hours they give. It is a real dilemma. Balancing the day job with the passion of wanting to give back and trying to balance the two. Not a linear remuneration associated. In banking, for the most part, people work for money. Very money driven".

As mentioned in theme nine, a resistance to rules and regulations culture exists. Therefore, how coach supervision unfolds and is presented to internal coaches is important in obtaining their buy-in and participation. If it is viewed as a collaborative learning partnership, this would build trust and better management of this aspect.

On the other hand, there are other cultural themes that are deemed to be more positive, highlighted as follows: coaching is becoming more known; there is a desire to do things better within the organisation; it is a fun and family culture, as well as innovative; it is a culture that invests in people and their learning and development with lots of opportunity. As a result, people love working in an organisation because of this positive energy, where transparency, honesty and feedback are valued.

For example, a family culture reflects a personalised culture and therefore if the coach supervisor shows empathy, friendliness and easy accessibility, they may be well received. However, the coach supervisor will need to balance being too easy going and available to working more effectively towards developing strategies and processes that stretch and allow for greater independence by internal coaches. An example here is both parties in supervision co-creating strategies to better manage ethical dilemmas.

Overall, it would be naive to ignore the possible impact (both positive and negative) of the organisation's culture on internal coaching and coach supervision. Creating an awareness of what these are is the first step towards understanding and better management of internal coaching and coach supervision. More importantly, 21 of the 33 internal coaches that were initially trained, no longer coach and some have even left the organisation. The reasons for this are not clear, based on the discussion with the internal supervisor, and certainly warrant further research. Finally, as

Peter Drucker, a well-known management guru as reported by Hawkins (2012) indicated, culture will eat your strategy for breakfast.

3.5. CONCLUSION

In this chapter, I described how I applied grounded theory in the study and offered the results I gained in making sense of the research participants' views and experiences of coaching supervision. In particular, I outlined the coaching and coach supervision practice in the organisation, as well as presenting the profiles of the research participants. Thereafter, I discussed the open coding, axial and selective coding phases that Strauss and Corbin (1998) developed in their grounded theory approach. Lastly, I presented 12 key themes that I had derived from the accounts of the participants with the use of Atlas.ti software.

CHAPTER 4

LITERATURE REVIEW

4.1. INTRODUCTION

In order to move from Mouton's (2011b) first world, that is, the research participants' everyday world to that of the scholarly world (his world two) and to present the envisaged conceptual framework of coach supervision I review abstract concepts and research findings I found in the literature from relevant scholarships. More particularly, in reviewing the literature, I first explore the definitions and benefits of coach supervision; second, I explore the coach supervision models and approaches that are currently in use; third, I determine the extent of practice by coaches; fourth, I explore executive coaching and then internal coaching by examining the differences and similarities of executive and internal coaching; fifth, I discuss the relevancy of the communities of practice literature as it encourages groups to learn and practice with each other; sixth, I highlight the complex environment that the coach supervisor operates in and the necessary systemic approach that is needed for this; seven, I highlight the impact of organisational culture on coach supervision; and finally, I emphasise the ethical dilemmas of internal coaches.

4.2. LITERATURE IN QUALITATIVE RESEARCH

As discussed previously, both the role and place of literature are debated amongst scholars and not clearly defined¹⁸. In particular, the use of literature in grounded theory is widely contested and misunderstood, especially during the initial stages of doing grounded theory (Birks & Mills, 2011). Originally, Glaser and Strauss (1967) advised against conducting a research review in the beginning (Dunne, 2013). "An effective study strategy is, at first, literally to ignore the literature of theory and fact on the area under study" (Glaser & Strauss, 1967: 37). The purpose was, during analysis, to allow core categories to emerge naturally from the empirical data and not to be contaminated by the existing literature. However, Suddaby (2006) argued that grounded theory was introduced "to achieve a practical middle ground between a theory laden view of the world and an unfettered empiricism" (Suddaby, 2006: 635).

Therefore, my approach was to do an extensive literature review prior to my fieldwork in preparation for the justification of my study during the proposal development phase. This I regarded as a contextualisation of this study and not a traditional literature review (Dunne, 2013). Thereafter, extant literature was only engaged with after the data analysis process.

This is well supported by my 'synergistic' engaging with the theory approach wherein applying case study, I am interested in the "extension of knowledge of the subject by filling gaps and pointing out themes that have not been paid attention to thus far" (Ridder, Hoon & McCandless Baluch, 2014:

¹⁸See Chapter 2.

382). In addition, as a grounded theorist, I am concerned with theory building and not theory testing¹⁹.

Having made my position clear with regards to the role and place of theory, in the rest of this chapter I discuss the key theoretical perspectives that I explored and chose as a framework to inform the study.

4.3. KEY THEORETICAL CONCEPTS

I selected six main themes that are key to the study. Firstly, I am going to look in general at the development of clinical supervision and then specifically at coach supervision and the related debates to create an awareness of the difficulties of this field. I will also discuss the coach supervision models and approaches that are currently in use. Secondly, I will discuss executive coaching and then internal coaching in order to clarify the similarities and differences between the two. Thirdly, I will argue the relevance of communities of practice theory as this promotes the internal coaches' learning and developing together in groups. Fourthly, I will explain systems theory and its spin-off, complexity theory, as a way of describing the complexity of the environment that the internal coaching process resides in. I believe this is important to take into account when developing a coach supervision model. Fifthly, equally important to influencing the internal coaching process is the organisational culture and how this could lead towards developing a desirable coaching culture strategy (the dominant approach of the way business is done). Lastly, I highlight the ethical considerations that need to be taken into account as these play a crucial role within internal coaching practice and associated coach supervision.

4.3.1. Clinical supervision

It is important to give a historical perspective of the field of clinical supervision as it illuminates the complexities and difficulties of present-day coach supervision. Clinical supervision first started in the late nineteenth century in the United States of America (USA) as a supportive and reflective space for social workers, and was later informally adopted and practised by other helping professions. It was only in the 1970s that clinical supervision moved from counselling to a process that is more educational with an emphasis on work rather than the person (Carroll, 2007). "Supervision was unapologetically and unashamedly centred on practice and whatever impacted on that practice was the rightful subject of supervision" (Carroll, 2007 434). In exploring the empirical research on clinical supervision, the main thrust has come from the United States stemming from counselling psychology with a focus on the "reflective-practitioner model", which has really given supervision its credibility. Only in the late 1970s and early 1980s was clinical supervision adopted in Britain, using these USA models and frameworks within the professions of counselling, counselling psychology and psychotherapy.

¹⁹ Please see Chapter 3.

In contrast, coach supervision which I turn to next is a relatively new activity.

4.3.1.1. *The coach supervision debate*

Coach supervision emerged from the professions of counselling psychology and social work (Hawkins & Shohet, 2006a). It really gained momentum in 2006 when a number of publications emerged from the UK about coaching supervision (Hawkins & Schwenk, 2006; Hawkins & Smith, 2006; Butwell, 2006; Hay, 2007). All these texts agree on the lack of knowledge and a common understanding of coach supervision.

When exploring its various definitions²⁰, one begins to see the emerging patterns of the purpose and importance of coach supervision to coaches. However, due to the lack of available literature and limited research on coach supervision, the benefits of coach supervision are still defined within a more therapeutic context (Moyes, 2009). “It offers protection to clients (cases are reviewed), it offers reflective space to practitioners (so insights for improvement), it helps practitioners identify their strengths and weaknesses, it helps learning from peers, it offers the opportunity to keep up to date of professional developments” (Lane & Corrie, 2006: 19). Carroll (2007) agreed and argued further: “it alerts practitioners to ethical and professional issues in their work and creates ethical watchfulness, it provides a forum to consider and hold the tensions that emerge from the needs of various stakeholders in the coaching psychology arrangement (the company, the coach, the profession),....it offers a ‘third-person’ perspective (feedback) from the supervisor who is not part of the client system” (Carroll, 2007: 434).

One seminal work (Hawkins & Smith, 2006) in trying to address this, defined the three main functions of coaching supervision, namely “developmental, resourcing and qualitative” (see Table 4.1). This model is similar to what Kadushin (1992) used for social work supervision and Proctor (1986) espoused for counselling supervision. The key difference is that Kadushin (1992) in discussing the “managerial, educative and supportive” roles of supervision emphasises the role of the supervisor. Proctor highlighted “normative, formative and restorative”, focusing on the supervisee.

Table 4.1: The three main functions of coaching supervision

Hawkins	Proctor	Kadushin
developmental	normative	managerial
resourcing	formative	educative
qualitative	restorative	supportive

Source: Hawkins and Smith, 2006: 151.

²⁰ See Chapter 1.

In an effort to bring greater clarity to their model, Hawkins and Smith (2006) also defined the main focus of supervision (see Table 4.2) within each function category. I present an example of this below merely to illustrate and offer the full table in Appendix A. More importantly, I applied this framework, as well as the interpretive approach of Cochrane and Newton (2011) to analyse the research participants' experiences and views, the findings, during the selective coding phase²¹.

Table 4.2: The primary foci of supervision

Main categories of focus	Function category
To provide a regular space for the supervisees to reflect upon the content and process of their work.	Developmental
To develop understanding and skills within the work.	Developmental
To receive information and another perspective concerning one's own work.	Developmental/resourcing

Source: Hawkins and Shohet, 2006a: 59.

In an attempt to gain clarity, understanding and to promote coach supervision amongst coaches, coaching bodies, both locally and internationally, are addressing this situation with the introduction of standards and criteria for membership on supervision, as well as recommending supervision as a prerequisite for coaching practice. COMENSA, the main South African coaching and mentoring body's Code of Ethics (2009) and Revised Policy on Supervision (2010) are also aligned with this approach.

Besides the lack of an agreed definition, a concern about coach supervision is the lack of practice by coaches (Hawkins & Schwenk, 2006). In the literature, reasons for this are varied. One viewpoint is that the very notion of supervision is not relevant to coaching at all as it is modelled on counselling psychology and other therapeutic practices where it has been the dominant model of reflective practice (Butwell, 2006). "We should not assume that we can blithely transpose one set of standards across to another" (Butwell, 2006: 49). Therefore, to insist that coaches receive supervision is unhelpful.

Another view is that coaches have attempted to engage with supervision, and have had to use counsellors, psychologists and psychotherapists for their supervision as there has been an inadequate number of trained coach supervisors (Hawkins & Smith, 2006). There is a problem with this position, namely that the therapeutic trained supervisor in the majority of cases doesn't appreciate that there is a difference between coaching and therapeutic contexts. For example,

²¹ Please see Chapter 6.

coaching is more future focused than therapy, and in an organisational context, there are a number of different boundaries that need managing and one needs an understanding of the politics and complexities of organisational life (Passmore & McGoldrick, 2009). In addition, the orientation of supervision tends towards understanding the psychology of the client and thus tends to focus more on pathology than on health. Another possible scenario is the unconscious enactment of the drama triangle with the organisation as persecutor, the client as victim and the coach as rescuer (Hawkins, 2008), as well as individuals who are seen as victims of bad organisations. For these reasons, it is reasonable to argue that the naive coach will experience supervision as something that does not entirely satisfy his coaching needs and will therefore believe that coach supervision does not help at all.

However, there are more reasons why coaches don't engage with coach supervision. For example, lack of clarity about supervision; lack of commitment to personal development; and lack of discipline among coaches. In addition to these, coach supervision is seen as expensive and a preference to be in the role of helping others, rather than receiving (Hawkins, 2010). However, more importantly, there have been no empirical studies to date to support these reasons of lack of practice.

During the development of coach supervision, there has been a strong influence of different therapeutic supervision concepts, processes and models on coaching supervision, each with shortcomings and benefits (Moyes, 2009). Coach supervisors who are professionally trained as counsellors or psychotherapists argue that these models are valid. Moreover, since therapeutic models have been tried and evaluated over several decades they are regarded as important.

There are also various types of supervision in use, namely one on one, peer supervision, group supervision and peer group supervision (British Psychological Society, 2007). One-on-one supervision involves the coach being coached by an experienced supervisor and is particularly useful for novice coaches where the process is entirely focused on their own practice. Peer supervision, on the other hand, involves two peers who take turns in taking on the role of the coach supervisor. In order for this to be effective, they need to be competent supervisors. Group supervision involves a group of coaches being supervised by an appointed supervisor who may work with them in different ways depending on the needs of the group. Peer group supervision, is similar to peer supervision but in a group setting.

I find Gray's (2007) reasoning more compelling, since he suggested that models relevant to the coaching context should comprise of a more systemic model of coaching supervision that focuses on contracting, teaching, and evaluation. Lane (2011) differentiated four different types of supervision varying from an expert/apprenticeship type model to more of a collaborative type. It should be noted, however, that even though there is movement away from the traditional expert

model towards a more collaborative type of supervision, in practice the expert model is still used (Lane, 2011). I agree fully with Lane and would like to add that the expert model is very relevant and useful for novice internal coaches. However, I believe that as the level of skills, experiences and knowledge of internal coaches matures over time, so too will collaborative supervision evolve.

4.3.1.2. *Theoretical approaches, models and frameworks in coach supervision*

- **Theoretical approaches**

Within the literature, there are numerous theoretical approaches developed from psychotherapy and counselling that are useful in supervision, each having its own set of peculiarities and opportunities (Bachkirova et al., 2011). These approaches include psychodynamic theory (Sandler, 2011), the Gestalt approach (Congram, 2011), the person-centred approach (Cooke, 2011), transactional analysis (Hay, 2011), organisational psychology (Lawton-Smith, 2011) and systemic approaches (Hawkins, 2011). Each approach has different perspectives, tools and techniques for the trained coach supervisor to apply.

- **Models and frameworks**

In addition to these theoretical approaches, there are also numerous models and frameworks available in coach supervision, such as: The Seven–Eyed model of coaching supervision (Hawkins & Schwenk, 2011), The Three Worlds Four Territories model of supervision (Munro Turner, 2011), The Diamond model (Long, 2011), and The Seven Conversations model for supervision (Clutterbuck, 2011) all of which are now discussed below.

i) The Seven–Eyed model of coaching supervision

This model is a long established and most widely used coach supervision model (Hawkins & Schwenk, 2011). It was originally developed as a model for psychotherapy but later expanded to coaching and mentoring, team coaching and consultancy (Hawkins & Schwenk, 2011). It is based on a systems understanding of the inter-connections and the inter-relationships that drive behaviour and performance. More specifically, this model explores how the dynamics between the client and coach are mirrored in the supervision relationship between the coach and supervisor. Overall, there are seven areas of potential focus that provide learning opportunities for both the supervisor and coach.

ii) The Three Worlds Four Territories model of supervision

The Three Worlds Four Territories model of supervision (3W4T) is an adaptation of the Seven-Eyed model of coaching supervision because of the limitations first noted by Munro Turner (2011). This model discusses the three “worlds” that the supervisor can focus on, namely the client’s world,

the coaching session (the coaching world) and the supervision session (the supervision world), as well as the four territories of insight (the awareness of own world), readiness (understanding my enablers and developing my flexibility and resilience), authentic vision (my purpose) and skilful action (changing vision into action) (Munro Turner, 2011). Thus, the model allows for eight different perspectives for the supervisor to map during supervision, as well as guide in structuring of the conversation (Munro Turner, 2011).

Conversely, this model is a lot more complex than the Seven-Eyed model. It could also be more difficult to apply and then completed in a single coach supervision session.

iii) The Diamond model

This model focuses on the self in supervision (Long, 2011). More specifically, it provides a framework for considering the different dimensions of the coach, as well as the relationships between these dimensions. It was based on the notion that for effective coaching work to occur there needs to be an authenticity and congruence between the coach as a person and the coach as a coach (Long, 2011).

A critique of the model is that it is so centred on the self that it does not include the systemic part of the client and their system, and that it has an emphasis on the qualitative function of coach supervision. However, this approach may be used in conjunction with other models and approaches as an additional benefit (Long, 2011).

iv) The Seven Conversations model for supervision

The model is seen as a practical method for allowing the different perspectives from the coach and supervisor learning conversations and their relationship to emerge (Clutterbuck, 2011). Thus, it was originally developed to make explicit where the conversation was most and least effective, as well as the inner conversation of the coach and client before, during and after the coaching session.

The model's value lies in its ability for the coach to explore the coaching session and areas of concern in a structured way. A key criticism of this model is that it does not focus on the ethical dynamics of supervision (Clutterbuck, 2011).

The complexities and demands of coach supervision embed executive coaching and/or internal coaching. Let us first take a look at executive coaching.

4.3.2. Executive coaching

Coaching managers and executives within organisations is the fastest growing field within the consultancy world. Hawkins (2012: 2) stated that it is one of the “most significant developments in leadership and management practice in the last thirty years”. Recent estimates on the annual worldwide market size, indicates that coaching managers and executives is worth \$2 billion already (Fillery-Travis & Lane, 2006; ICF, 2012). Coaching managers and executives is very popular with contemporary organisations as it moves from a remedial focus to focusing on performance, management, change and leadership development, talent management, and employee engagement (Hawkins & Smith, 2006; CIPD, 2009). A recent meta-analytical study showed that coaching is an effective intervention within organisations (Theeboom, Beersma, & van Vianen, 2013). More organisations in developing their people, have replaced traditional training initiatives such as one-size-fits-all with more individually focused approaches highlighting coaching (Fillery-Travis & Lane, 2006; Hawkins & Smith, 2006). As a result, coaching has become more widely applied. A significant British survey of 653 respondents (coaches and buyers of coaches) indicated that coaching is used by over two thirds of the respondents within their organisations (CIPD, 2009). However, even though there is a huge growth and interest in the market, there are still many issues within the industry such as: creating value, ensuring quality, establishing a profession within the industry along with other competing professional bodies, too much variety of training programmes and professional accreditation issues that have to be resolved (Hawkins, 2010). In a largely unregulated market, these issues are key inhibitors of the professionalisation of the industry. It comes as no surprise that the absence of an agreed definition of coaching, has led to confusion amongst both buyers and supporters (Hawkins, 2010).

More importantly, the value and the efficacy of coaching are not well established. A number of questions still need to be answered, namely, does coaching work? Does it improve performance and the bottom line for organisations (Hawkins, 2010)? Available empirical studies have not addressed these questions (Fillery-Travis & Lane, 2006; Passmore & Gibbes, 2007). A review of scholarly literature on the efficacy of coaching published in the period 1990-2004 by Fillery-Travis and Lane (2006: 24) concluded that “research into the efficacy of coaching has lagged behind and has only started to develop seriously over the last five years”. This is supported by Grant (2008) who reviewed coaching publications from 1957 to July 2008 and found that significantly more articles, PhDs and empirical studies were published between 2000 and 2008. More specifically, in a further review in May 2009, only 77 PhD dissertations and 186 empirical studies on coaching were listed in PsycINFO (Grant, Passmore, Cavanagh & Parker, 2010).

On the other hand, coaching psychology whilst similar to coaching reflects one important difference namely; it includes the application of psychology theory (Palmer & Whybrow, 2007). Palmer and Whybrow, (2007: 3). define coaching psychology as: “Coaching psychology for enhancing well-

being and performance in personal life and work domains underpinned by models of coaching grounded in established adult and child learning or psychological approaches” .

According to the SGCP (supervisor guidelines for coaching psychologists), all coaching psychologists should receive regular supervision that best supports their practice either in the format of one on one, peer supervision, group supervision and peer group supervision (British Psychological Society, 2007). However, this not be seen as mandatory and should be left to the discretion of the coaching psychologist. In addition, supervision is seen to be particularly useful for key situations such as contracting in coaching, management of boundaries and management of value conflicts and confidential issues as these are more difficult to manage (British Psychological Society, 2007). This is in support of the role of supervision which is to ensure that “the needs of the client(s) are met in the most effective and appropriate manner” (British Psychological Society, 2007: 99). Therefore, the purpose of coach supervision for coaching psychologists is seen as becoming more effective as a coach, better management of ethical dilemmas and a formal structure that allows the coach to reflect on practice towards continuous improvement.

Internal coaching to which we now turn to is slightly different to executive coaching.

4.3.2.1. *Internal coaching*

Internal coaching has its roots in executive coaching. The important difference is that the internal coach is an employee of the same organisation where he or she coaches. Internal coaching could be either full-time or part-time. This is opposed to external coaching, where the coach is not an employee of the organisation.

There are many reasons for the rise in popularity of internal coaching. First, it is cheaper in organisations than external coaching interventions. This was confirmed by the Ridler Report (2013), in collaboration with the European Mentoring and Coaching Council (EMCC) in the UK, where data was extracted from 145 questionnaires completed by senior professionals within leading organisations using executive coaching and/or internal coaching. Second, internal coaches can use their knowledge and insights about the organisation to propose better developmental strategies. More specifically, the ICF, a leading global organisation for coaches with over 22 000 members, with the assistance of the International Survey Unit of PricewaterhouseCoopers (PwC) conducted a study in 2013 and found the following interesting trends and views on the usage of internal coaches (ICF, 2013):

- i) Organisations use a mix of internal and external coaches with the balance in favour of internal coaches, especially where an organisation is more advanced in implementing coaching.

- ii) Internal coaches have a sound knowledge of the company culture, much more than external coaches.
- iii) Internal coaches are seen as an unpaid resource of the organisation which is mostly accessible.
- iv) On completion of their training as internal coaches, their new coaching skills can be applied, besides coaching, to other work-related aspects such as better management of own teams.

But what about negatives? It was found that the negative aspects of using internal coaches are: internal politics, the potential for bias, and confidentiality. In addition, internal coaches are not as well trained as their external counterparts. More importantly, there is a conflict of interest between internal coaches' paid role (actual job) and their unpaid role (internal coach), with the former always taking priority (ICF, 2013).

Finally, with regard to supporting internal coaching, Rock and Donde (2008) reported on a study by Goldsmith, Morgan and Ogg (2004) of 86 000 people across 15 global organisations that found internal coaching could be as successful as external coaching. These authors also argued that the importance of someone being external in order for coaching to be effective is over-estimated.

As internal coaches work in isolation within organisations, it is useful to next take a look at the emerging literature on communities of practice where internal coaches are allowed to learn, share, and develop as a group of practitioners.

4.3.3. Communities of practice

Managing knowledge has become central in contemporary business and seems to be crucial in giving organisations a competitive edge (Wenger, McDermott & Snyder, 2002). Trompenaars and Hampden-Turner (2004) pointed out that managing knowledge has gained an important place in management thinking and learning in organisations. Nevertheless there still seems to be little understanding of how to develop and leverage the pool of untapped knowledge within the modern business world. Here communities of practice offer a fertile ground for learning and sustaining knowledge (Wenger *et al.*, 2002). This is well supported by research demonstrating that communities of practice have been an effective approach in managing tacit knowledge (personal, internal or interior) in organisations, as well as leveraging knowledge overall (Irick, 2007). It is clear that the interplay of tacit and explicit knowledge (written down or recorded as an artefact) found in communities of practice is a critical factor in organisational learning (Irick, 2007). However, management does not give enough recognition to communities of practice (Irick, 2007). In addition, even though “they are fundamentally informal and self-organising, they benefit from cultivation” (Wenger & Snyder, 2000). If used effectively, “they will give you not only the golden eggs but also the goose that lays them” (Wenger & Snyder, 2000). I agree, but believe that the full benefits of

communities of practice involving internal coaches are yet to be established as these benefits are currently largely unknown and not applied.

Communities of practice have been around for a long time and at some stage in our lives we have all belonged to one, whether at work, school, at home or in one of our hobbies (Wenger *et al.*, 2002). As part of his social theory of learning, Wenger (1998: 4) postulated his four premises as follows:

- i) “We are social beings. Far from being trivially true, this fact is a central aspect of learning.
- ii) Knowledge is a matter of competence with respect to valued enterprises – such as singing in tune, discovering scientific facts, fixing machines, writing poetry, being convivial, growing up as a boy or a girl and so forth
- iii) Knowing is a matter of participating in the pursuit of such enterprises, that is, of active engagement in the world.
- iv) Meaning – our ability to experience the world and all engagement with it as meaningful – is ultimately what learning is to produce”.

Wenger (1998: 5) further refined this into the following four components of the social theory of learning as:

- i) “Meaning: a way of talking about our (changing) ability – individually and collectively i.e. to experience all life and the world as meaningful.
- ii) Practice: a way of talking about the shared historical and social resources, frameworks and perspectives that can sustain mutual engagement action.
- iii) Community: a way of talking about the social configurations in which all enterprises are defined as worth pursuing and our participation is recognizable as competence.
- iv) Identity: a way of talking about how learning changes who we are and creates personal histories of becoming in the context of our communities”.

In other words, Wenger (1998) saw communities of practice as groups of people who share a concern, set of problems or a passion about a topic, and who want to deepen their knowledge and expertise thereof by interacting on an ongoing basis. Lawthom (2011: 153) confirmed that these people “share doing, talking, beliefs and values (i.e. practices) and learn through doing, becoming and belonging”. Therefore, individual learning occurs as a result of being an interactive member of this community where knowledge and skills are developed (Lave, 1991).

Communities of practice are very relevant in the context of coach supervision of internal coaches as they create the opportunity for coaches to collect as a group, whereas they operate individually

and in isolation within the organisation. As a matter of fact, “the quality of knowledge management developed from communities of practice is clearly coaching territory” (Clutterbuck & Megginson, 2006: 9).

In considering a coach supervision framework, as mentioned previously, Lane (2011) dealt with four different types of supervision approaches ranging from expert to collaborative. Clearly there are many similarities and differences between the collaborative type of supervision and communities of practice. Amongst the similarities are that they are both self-organising, have no expert and offer mutual help, learning and exploration. The main difference between collaborative supervision and communities of practice appears to be no quality control assurance such as the managing of ethical dilemmas and quality of the work. However, this is a key function of coach supervision and is particularly relevant as the internal coach is also a line manager within the organisation which complicates recognising and managing boundary management issues such as confidentiality and thus ethical dilemmas. Therefore, if coach supervision was only about developing communities of practice, this quality control function would be lost.

From this it follows that the values and benefits of establishing a community of practice are relevant to both the internal coach and the organisation. The coach is allowed to establish and share best practice, to see coaching issues from a multi-level perspective, and to manage ethical dilemmas, and receive learning and support (Wenger & Snyder, 2000). A review of 11 empirical studies that explored the value of group supervision but within a therapeutic context, highlighted the following: “obtaining multiple perspectives, peer to peer learning, exposure to a greater number of clients, reducing supervisee anxiety, more time and cost-effective and some evidence in promoting trainee efficiency and development” (Mastoras & Andrews, 2011). As the internal coach is more likely to have less in-depth training and a narrower range of coaching experiences across different contexts than an external coach, group supervision is useful (Hawkins & Smith, 2006). In addition, establishing best practice and standards through the sharing and discussion of client cases is also very important in developing internal coaches and is one of the key functions of group coach supervision.

In a recent study on this, the results showed that while all participants appreciated the networking learning and support gained from supervision, they valued the case presentations the most (Butwell, 2006).

For the organisation, many themes, learning, and ideas are ‘harvested’ from the internal coaches, which are derived from their cases and self-insights during group sessions. This in turn, can be used by organisations to further their decision-making on HR strategies such as talent retention and development. For example, if a number of talented clients (managers) are unhappy in the organisation about the rigid working hours (one of the themes harvested from the group

supervision sessions), this information would not be lost within the organisation structure. As a result, HR strategies could be reviewed and even changed, in a more proactive and timeous manner and thus improving these over the longer term.

Lastly, as successful communities of practice are built around knowledge (McDermott, 1999), the knowledge within the internal coaching group includes for example internal coaching, leadership development, and performance. Thus, this knowledge can be used effectively for benefiting the organisation in its strategy. This is clearly illustrated in the conceptual framework diagram below (Figure 4.1).

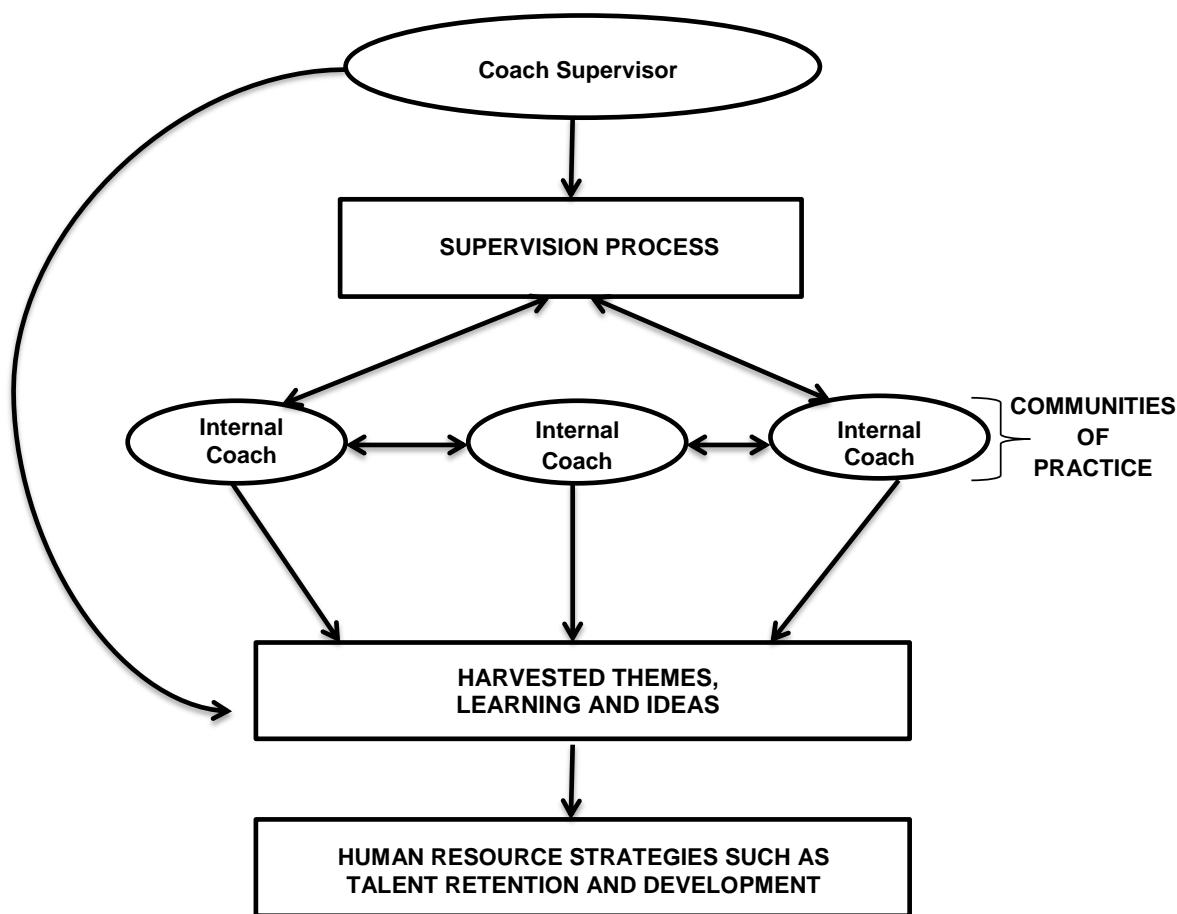


Figure 4.1: The role of coach supervisor within the communities of practice

Source: Author's compilation.

Lastly, community of practice, besides focusing on good governance and better management, also pays attention to creating a coaching culture committed to the development and success of the wider organisation (Hawkins, 2012).

Having discussed communities of practice, it is equally important to next pay attention to the complex systemic environment wherein internal coaching operates and its consequences for coach supervision.

4.3.4. Systems theory and internal coaching

A key issue to internal coaching is “the intricate network of relationships that the coaches have to manage and the pressures that come from being part of the same system” (St John-Brooks, 2014: 6). In addition, the coach has two clients, namely the coaching client and the organisation complicating the environment in which the internal coach operates. Thus, systems theory, the view that everything is interconnected with relationships potentially, the driver of change, is highly relevant to the internal coaching framework.

This systemic (non-linear) perspective of an organisation was the foundation of Peter Senge's work in 1990 (O'Neill, 2000). He saw "business and other human endeavours as systems and all are bound by invisible fabrics of interrelated actions" (Senge, 1990: 7). Thus the value of having a system perspective is to make these "patterns clearer and to help change them more effectively" (Senge, 1990: 7). Following from this, a coach supervisor working within an organisation supporting internal coaches must understand systems theory. Furthermore, in working this way, feedback and connections become important, and both problems and opportunities can be seen holistically (Hebel, 2007). More broadly, it is also important that the coach supervisor brings in a systemic perspective as it creates an awareness of the needs of the client, the organisation as client, the organisational stakeholders, as well as the in-between relationships of these parties for the coach (Hawkins, 2011).

Derived from systems theory is **complexity theory** (the study of systems) which is another "way of understanding life in the organisation" and in particular with regard to human systems or networks (Stacey, 1996: 16). This was further extended and the term that organisations are complex adaptive systems (CAS) was coined (Stacey, 1996). In particular, he states "that the development of the organisation emerges in the local interaction of its members" (Stacey, 2007).

Recently, there has been a development in the coaching literature to apply Stacey's (1996) complexity work. For example, Cavanagh and Lane (2012) stated that we live in a complex and complicated world and they posed the question: "how do we as coaching psychologists manage in this increasingly messy and unpredictable world of complexity and how do we help our clients to manage within this world?" (Cavanagh & Lane, 2012: 75)?

Following Cavanagh and Lane (2012), I take this even further to the internal coaching field. The internal coach operates within a complex context and is faced with a unique set of issues different to those external coaches are confronted with within boundary management and confidentiality. From this it follows that coach supervision allows the internal coach to better manage the complexity of the systems within which the client, coach and organisation exist (Stout-Rostron, 2009). In addition, the complexity of supervision is highlighted when working with a group of internal coaches having different levels of self-awareness and competence (Stout-Rostron, 2009). Therefore, the systemic and complex organisation of people networks sits within a broader organisational culture which further impacts on internal coaching and coach supervision.

Since the culture of an organisation has a bearing on coaching supervision we now turn to this important construct.

4.3.5. Organisational culture and developing a coaching culture

Simply put, culture means the unwritten rules, values, norms, behaviours and other practices that collectively define how work is done (Anderson, Frankovelgia & Hernez-Broome, 2009). Therefore “it is a set of unique characteristics that distinguishes its members from another group and encompasses both visible (behaviours, language, artefacts) and invisible manifestations (norms, values and basic assumptions and beliefs” (Rosinski, 2003: 20). Culture is learnt, not innate and thus is derived from the social environment (Hofstede & Hofstede, 2010). An organisational culture influences the organisation’s overall performance. More importantly, an organisation needs to take its culture into consideration when making significant changes to the strategy, as failure to do so may possibly hinder the success of the implementation of such strategy. Clearly, this is crucial when an organisation decides to implement an internal coaching strategy.

Organisations are increasingly thinking of how coaching can add value to their business or make it more effective (Hawkins & Smith, 2006; Clutterbuck & Megginson, 2006). This is particularly relevant when an organisation moves from piecemeal coaching interventions, where there is a specific, defined need and outcomes, to greater usage and specifically when it implements internal coaching capabilities (Chidiac, 2013). Hawkins and Smith (2006) believe that in the evolution of a coaching culture within an organisation, the following are important: coaches are hired for some of the senior staff; coaching and mentoring capacity develops; coaching initiatives are supported; coaching becomes a way of interacting for everyone; coaching becomes embedded in the HR and performance management strategies; coaching becomes the main management approach and coaching is the engagement style with stakeholders. In other words, a coaching culture is when the leaders, managers and staff interact with each other, develop their people and engage with their stakeholders for increased individual, team and organisational performance within a coaching style (Hawkins, 2012).

More specifically, over the longer term, an additional spin-off of a coaching culture is that it impacts positively on communication, staff attitudes, knowledge management and financial awareness which are key influences on organisational performance (Clutterbuck & Megginson, 2006). In developing this culture, it is important that this must be a conscious and deliberate attempt, as it will not automatically progress over time. Clutterbuck and Megginson (2006) discussed four stages of development to facilitate this.

Interestingly, coach supervision also contributes towards developing the coaching culture. More particularly, this is created by the coach supervisor who facilitates the alignment between coaching conversations which occur in practice and, the ways in which coaching is arranged and allocated. Also, the key ethos and purpose for coaching are made explicit and are linked and supported with

organisational culture and strategy (Long, 2012). The following diagram in Figure 4.2 illustrates this.

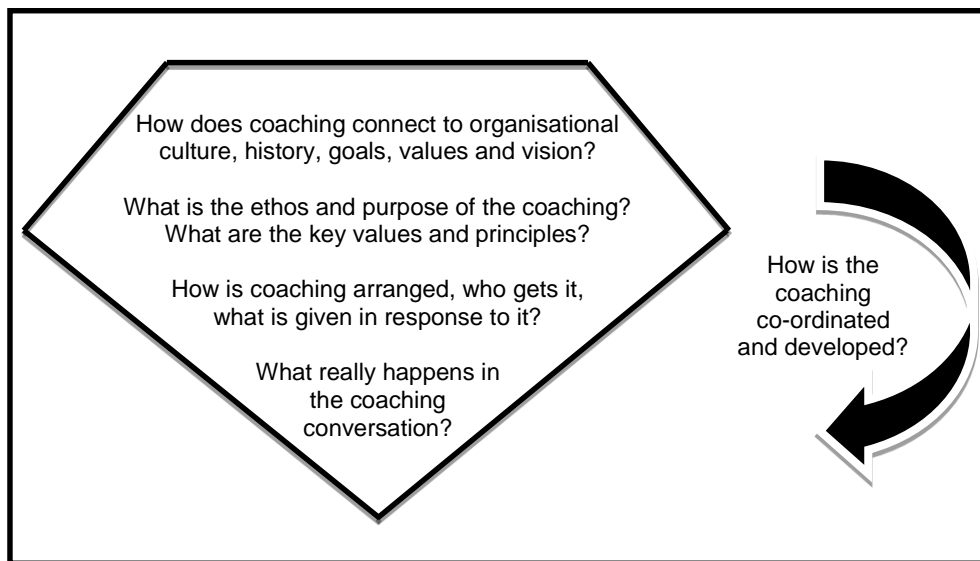


Figure 4.2: Supervision's role in supporting dynamic congruence between coaching practice and principles and the organisational context

Source: Long, 2012: 3.

In addition to the theoretical perspectives presented in the preceding section, there are certain ethical considerations within internal coaching that impact on coach supervision which should be considered.

4.3.6. Ethical considerations

Ethics is a critical aspect of coaching. More particularly, the very nature of ethics makes it sometimes hard to sustain when difficult decisions need to be made. It is important that in coaching, clients and other stakeholders are underpinned by an ethical framework or code (Townsend, 2011). Internal coaches do not have their own unique set of ethical frameworks or codes since these are developed by professional coaching bodies with more external coaches in mind. In addition, and more importantly, working with a code of ethics prevents harmful practice to clients, the public and other stakeholders (Duffy & Passmore, 2010). Surprisingly, there is limited work in the coaching literature about ethics. To date, most of the empirical research on ethics has been on business ethics in organisational contexts with coaching largely underrepresented (Lowman, 2013).

Generally, many professional bodies define a code of conduct (ethics) which they expect members to uphold and for some it is the starting point for defining professional coaching standards (Lane, 2011). More specifically, large coaching bodies such as the Association of Coaching (AC), the European Mentoring and Coaching Council (EMCC), the International Coach Federation (ICF) and

Coaches and Mentors of South Africa (COMENSA) have a code of ethics which members are required to uphold, but sometimes there are no detailed supporting statements to follow (Lane, 2011). Most of the available literature on ethics in coaching focuses on these published codes and their use in respect of core themes, such as confidentiality, boundaries and consent (Duffy & Passmore, 2010). However, whilst these codes are useful, they are at a high conceptual level, offering few practical guidelines in resolving everyday ethical dilemmas. This complicates ethical decision-making (Duffy & Passmore, 2010). It must be noted that coaching itself is largely unregulated as it is not a profession (Lane, 2011). Therefore, sound ethical decision-making is particularly important for the sustainability and upholding of standards within coaching practice specifically and the field in general.

St John-Brooks (2010), in her research of 123 internal coaches from 30 organisations for the EMCC, highlighted the main 10 ethical dilemmas that internal coaches are continuously faced with. More specifically, from her research the prevalent internal coach challenges are: i) internal coaches experienced a wide range of ethical dilemmas; ii) most internal coaches coached part-time and in addition to day jobs; iii) some internal coaches felt they had insufficient training and needed additional training and guidance from their employers; iv) organisations allowed internal coaches to develop their own client contracts which were not always adequate but better with more experienced coaches; v) some organisations had little or no strategy in place to support or develop their internal coaches with supervision or else; vi) most internal coaches had no professional code of ethics (St John-Brooks, 2010).

One of the main purposes of coach supervision is to assist in the monitoring and supporting (recognise, address and discuss) of professional/ethical issues and dilemmas (Brockbank & McGill, 2012; Townsend, 2011). Considering the internal coaching context and the findings of the St John-Brooks (2010) study, this is particularly relevant. I agree with Townsend (2011) that coach supervision is a way to help develop ethics in internal coaching. Therefore, coach supervision can be regarded as the ethical eye of the organisation supporting internal coaches in their ethical decision-making.

4.4. CONCLUSION

In summary, the literature shows that there is a general lack of a common understanding of coach supervision. In addition, the supervision models and approaches are borrowed from a therapeutic context as there is limited literature and empirical research on coach supervision. More importantly, there is lack of practice by coaches for various reasons. As internal coaching is slightly different to executive coaching as they work in isolation within the organisation, the communities of practice literature allow for groups of internal coaches to learn and develop with each other.

On the other hand, there is an understanding that a systemic approach by the coach supervisor enhances the complex different network of relationships that the internal coach engages with. Also, the ethical dilemmas of internal coaches are better managed through the assistance of coach supervision.

Finally, in developing a coaching culture within organisations, the coach supervisor also has a role to play.

In the next chapter, I present the SYSTEMIC coach supervision model.

CHAPTER 5

DEVELOPING A COACH SUPERVISION MODEL

5.1. INTRODUCTION

In this chapter, I present a coach supervision model which I developed by integrating concrete constructs of the research participants with key scholarly constructs. I also offer feedback I received after a peer debriefing session held with colleagues in Durban on 8 September 2014 as well as the changes I made to the model. Finally, I include feedback I received on a draft of this chapter.

I start of by outlining the analytical tools I employed to develop the model.

5.2. ANALYTICAL TOOLS

Mouton and Marais's (1990) key analytical tools available to the social scientist to make sense of social phenomena is portrayed in Figure 5.1:

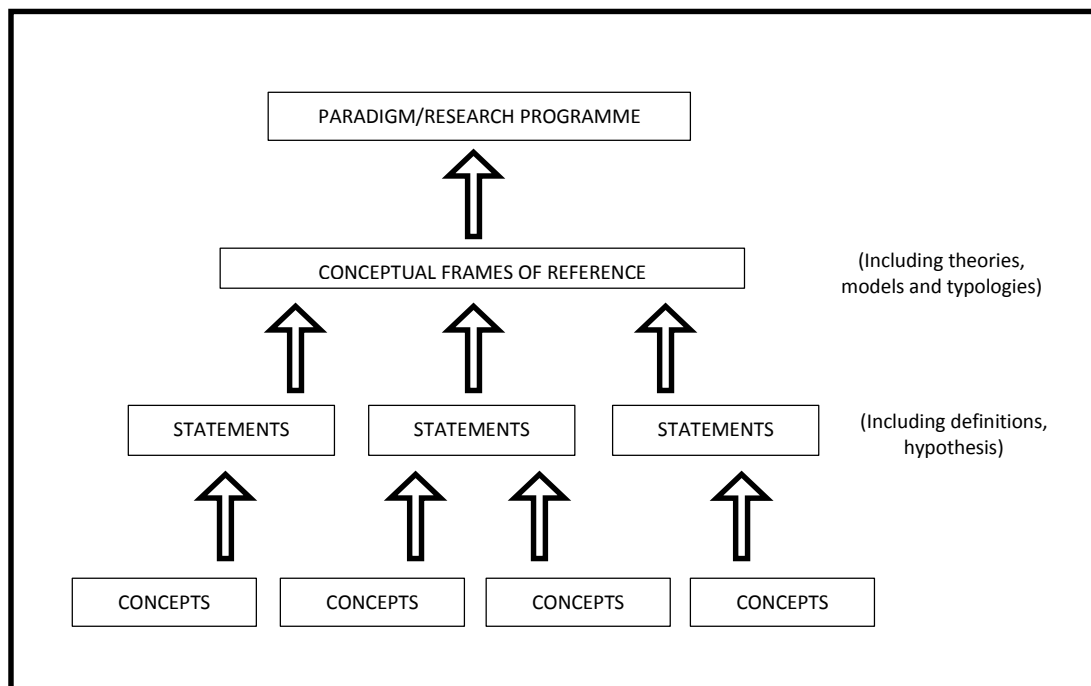


Figure 5.1: Hierarchical framework

Source: Mouton and Marais, 1990: 125.

- **Concepts**

This is the most basic way that “people categorise or classify reality”. More specifically, these are the “pigeon holes” where we sort our unstructured empirical experiences which can be further clustered to higher levels of order called constructs (Mouton & Marais, 1990: 126).

- **Statements**

Statements make “a specific knowledge claim about an aspect of reality” (Mouton & Marais, 1990: 131).

- **Conceptual frameworks**

Conceptual frameworks are established through the function they perform (Mouton & Marais, 1990). Also known as theoretical frameworks, these refer to the theory the researcher uses (Anfara & Mertz, 2006). Mouton and Marais (1990) identified three types, namely typology, model and theory.

- Typology is a collection of phenomena that have been classified as having the same characteristics. Classification is “one of the more basic functions of conceptual frameworks” (Mouton & Marais, 1990: 137).
- Often wrongly used as a synonym for theory amongst social scientists is the term model (Mouton & Marais, 1990).
- “As opposed to a model which is used deliberately in order to simplify and abstract, a theory postulates real relationships between real phenomena or variables” (Albertini, 2012: 189). Therefore, it is essential that theory is empirically tested (Mouton & Marais, 1990). It has an important role to play in qualitative research and there is often confusion around its nature and role. With regard to qualitative research (Anfara & Mertz, 2006: 189), see theory’s role as “basic, central and foundational”.

Theories are found on different levels. As mentioned before for grounded theorists, theory entails a substantive theory as opposed to a formal theory that is being developed from data²². Therefore, for the purposes of this study the framework proposed entails a model.

Having outlined these social science tools, it is useful to next revisit the themes I derived from the interviews I conducted with the research participants by means of axial, open and selective coding.

5.3. THEMES DERIVED FROM THE RESEARCH PARTICIPANTS’ ACCOUNTS

- **Theme one**

Internal coaching is of value to the organisation, as well as for internal coaches and managers.

- **Theme two**

Certain issues such as confidentiality, safety, credibility from both managers’ and internal coaches’ perspectives are important and should be maintained in the internal coaching process. In addition,

²² See Chapter 2 (Section 2.4.2).

sound contracting in the coaching relationship; the prestige of participating; and robust selection criteria for internal coaches, are equally important for internal coaches.

- **Theme three**

All the internal coaches valued being part of a communities of practice network. However, this is not self-organising as is the norm with communities of practice.

- **Theme four**

There were unresolved coaching issues from both the managers and the internal coaches that need addressing for long-term success and sustainability of the coaching programme.

- **Theme five**

Due to the unique nature of their role and the complex organisational environment, internal coaches are continuously faced with ethical challenges and dilemmas. There are few formal structures or strategies in place to address these challenges. For an efficient coaching programme it is crucial to recognise the challenges facing internal coaches and to develop strategies to manage them. In addition, creating an awareness of these is important for better management.

- **Theme six**

There were only two formal written contracts or agreements in place governing the nature and duties of the different coaching and coach supervision relationships within the organisation. Other contracts or agreements to ensure clarity and understanding between any of the parties (internal coaches, supervisor or organisation) did not exist, or if they did, they were only verbally (informally) agreed upon.

- **Theme seven**

The role and purpose of supervision is not well understood amongst coaches, supervisors and managers within the organisation. There was no clear agreement and the views on the functions of supervision were mixed.

- **Theme eight**

Certain functions of coach supervision are unique for the coach supervision of internal coaches within the organisation.

- **Theme nine**

Various factors in the organisation discouraged supervision, while others promoted it. It is important to have an awareness of these when implementing coach supervision as this could influence the success and sustainability thereof.

- **Theme ten**

It is not conclusive as to which is more favourable, the role of the internal supervisor or that of the one external to an organisation? However, it is more important that the supervisor is trained and has the required competence and experience and that all supervisors receive supervision themselves, especially if they are internal.

- **Theme eleven**

There are various factors within an organisation's culture which support or hinder coaching and coach supervision.

Let us now look at the coach supervision model I propose. I first present the model. I then discuss its respective components. Where relevant, I link the themes derived from the concrete constructs of the participants to the particular phases of the model.

5.4. CONSTRUCTING THE MODEL

It is important to note that in developing the coach supervision model, the overlap with internal coaching (the two are inextricably linked) had to be considered. Further, as was evident from the views and experiences of the research participants, the leveraging of increased benefit from coach supervision is dependent on the established basics or fundamentals of internal coaching (as illustrated in the setting up of the foundation phase and part of the selection of internal coaches and supervisor phase in the model). Therefore, not only is it difficult to discuss the coach supervision framework without considering internal coaching but unwise as coach supervision is embedded in internal coaching.

The coach supervision model is systemic in that it takes into account the organisation, coaches, clients and managers. The first three phases of the model (the setting up foundation, the selection of the coaches and the coach supervisor, and defining coach supervision and its purpose) are linear and must be implemented before moving on to phases four to six. In other words, these phases should be regarded as the building blocks for sound internal coaching and coach supervision practice. In contrast, phases four to six (supervision of internal coach practice, review of internal coaching and developing a coaching culture) are dynamic and iterative. Put differently, these phases are continuously emerging as they are reviewed and refined.

I now present the six-phase coach supervision model which I call the **SYSTEMIC Coach Supervision model**, in Figure 5.2 below.

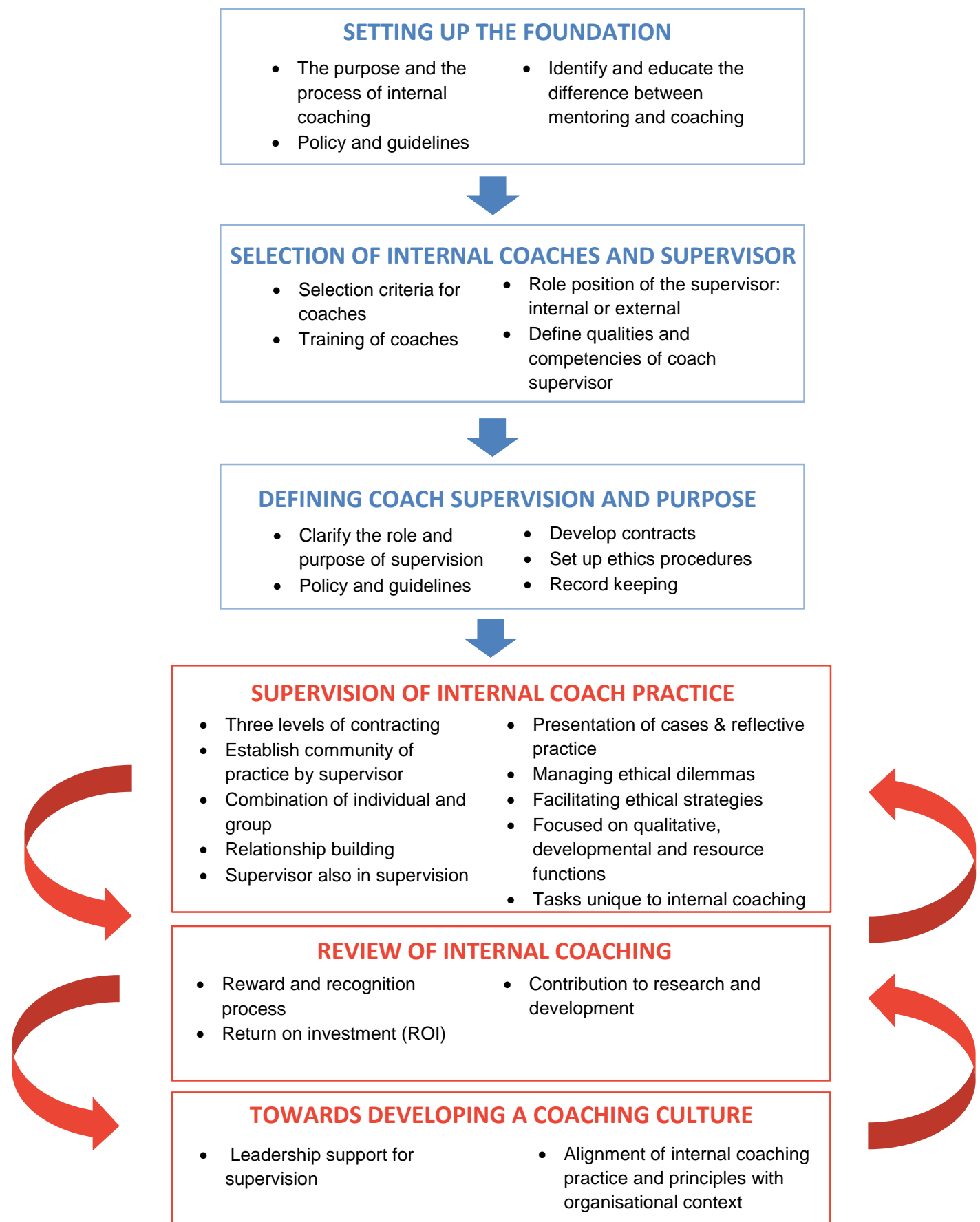


Figure 5.2: The SYSTEMIC Coach Supervision model

Source: The author.

5.4.1. Setting up the foundation of internal coaching

- **Define the purpose and the process of internal coaching (theme nine)**

The purpose as well as the process (the how) of internal coaching must be clearly defined.

- **Internal coaching policy and guidelines (deduced from the literature and from my own experience)**

A coaching policy and accompanying guidelines must be created to support internal coaching. I slightly adapted some of the key areas, originally developed for external coaching (Hawkins, 2012: 49). These are:

- *Why?* The purpose of internal coaching in the organisation and how it is linked to its current business, leadership, and change strategies.
- *What?* The organisation's definition of internal coaching.
- *Who?* Who is eligible for internal coaching, as well as who the organisation selects as internal coaches. In addition, the roles and responsibilities of the key role players such as line managers, steering group, internal coaches, coach supervisor, and coach champions need to be identified.
- *When?* Internal coaching is most useful and therefore, when it takes place is important (for example, at transitions in role, developing competencies and preparing for future roles.)
- *How?* The 'how' is determined by the following: during the process of applying or being selected for internal coaching; determining the prospective client's readiness for coaching; when the client is matched with an internal coach and contracting that takes place; reviewing the coaching relationship; feedback to the line manager; and evaluating the coaching process and outcomes at the end.
- *What is expected?* The business, performance, and personal outcomes which the organisation expects, and what the individual can expect from internal coaching.
- *Where?* It is vital to determine where to go for further information or for pursuing coaching options (e.g. performance or development review with the line manager, HR, coaching manager, etc.)

- **Identify and educate the difference between mentoring and internal coaching (themes nine and four)**

Line managers, internal coaches, and potential clients must be informed of what internal coaching and mentoring are and what the difference is between the two. They must also be briefed on how safety and confidentiality of the client will be ensured in the process.

5.4.2. Selection of the coaches and the supervisor

- **Establish and use selection criteria for coaches (themes nine and two)**

Selection criteria for new internal coaches must be established and implemented. If some internal coaches are already trained and experienced, then an additional set of criteria may be required.

- **The training of internal coaches (deduced from the literature and my own experience)**

A reputable training school must be identified that subscribes to professional coaching standards and ethics.

- **The role and position of the supervisor: internal or external (themes nine and ten)**

As already mentioned, it was inconclusive whether the role and position of the supervisor should reside internally or externally to the organisation. However, if the supervisor is internal, there must be no conflict of interests with other roles that he or she may also hold within the organisation as independence must be assured.

- **Define qualities and competencies of coach supervisor (theme ten)**

The qualities of a coach supervisor must be identified beforehand to improve selection. Some of these qualities are: suitable coach and/or supervision experience, working knowledge of coaching standards and ethics, and training in supervision skills. The supervisor also needs to adopt a systemic approach, as a linear approach would be unhelpful for both coach and client (Hawkins & Smith, 2006; Bachkirova *et al.*, 2011).

5.4.3. Defining coach supervision practice and purpose

- **Identify and clarify the role and purpose of coach supervision for the organisation, as well as for managers and coaches (themes nine and seven)**

As mentioned previously, the role and purpose of coach supervision are not well understood. It is important to establish and communicate its role and purpose.

- **Coach supervision policy and guidelines (deduced from the literature and my own experience)**

A way to develop and support understanding of coach supervision is through the creation of a supervision policy with appropriate guidelines. It should include the following:

- *Why*: the purpose of coach supervision for the coach and the organisation
- *What*: defining coach supervision
- *Who*: who is eligible to be a coach supervisor and their credentials and relevant experience
- *When*: the frequency and duration, e.g. every two months
- *How*: the format of coach supervision, e.g. individual and/or group supervision
- *What is expected*: coach supervision is most useful. Examples include helping with ethical dilemmas, facilitating learning and development, and adherence to coaching standards and practice. Coach supervision involves the presentation of client cases, reflective practice and shared learning in a supportive safe space.

- **Developing of contracts (themes six and two)**

In coaching, it is important to be “clear about the ‘rules of engagement’, mutual responsibilities and boundaries” (Hain, Hain & Matthewman, 2011: 206). There must be a shared understanding between the different parties, such as the one between the coach and the client. This is called contracting in coaching. Therefore, the required contracting both formally (written) and/or informally (verbal) must be identified and implemented.

In addition, in the contracting context besides the contracting between the coach and client, others are involved and therefore this should be seen as a multi-level and multi-faceted process (Cochrane & Newton, 2011). The following are important formal contracts to develop:

- **Contract: internal coach and organisation**

Contracting between the coach and organisation should include: “responsibilities and obligations as coach and the organisation’s obligations to them” (St John-Brooks, 2014: 154). A code of conduct may also be included. In her research on internal coaches, St John-Brooks (2014) found that only 34 percent of the internal coaches had such a contract.

- **Contract: internal coach and client**

Contracting between the coach and the client is not always conducted in a formal way. Only 50 percent of coaches had formal contracts with their client, according to St John-Brooks (2014). Most

of these were based on previous experience or what they had learnt in training. Therefore, the approach across organisations could be inconsistent (St John-Brooks, 2014). Establishing this formally helps to alleviate any misunderstanding. This type of contracting should include roles and responsibilities, confidentiality and cancellation policies.

- **Contract: internal coach and coach supervisor**

Contracting between the coach and the supervisor must be clear and should include roles and responsibilities, confidentiality and cancellation policies.

- **Contract: coach supervisor and organisation**

Contracting between the coach supervisor and the organisation must be clear and should include the roles and the responsibilities of the supervisor in the organisation, and must include confidentiality.

- **Contract: ethical framework and codes of practice (deduced from the literature and my own experience)**

Ethical frameworks for managing ethical dilemmas and codes of practice must be established. An option is to use the existing codes of practice as provided by coaching bodies such as COMENSA. However, as mentioned previously, these could be at a high conceptual level and not offering practical guidance (Duffy & Passmore, 2010). Therefore, a framework that is unique to internal coaching and the organisation is recommended. Ethical frameworks offer clear guidelines in dealing with ethical dilemmas. For example, Duffy and Passmore (2010) offered an ACTION ethical decision-making model for coaching.

- **Set up ethics procedures (themes five and two)**

Clear procedures must be established to scrutinise cases that have been ethically compromised. This should include the separate development of an independent ethics committee for the hearing of such cases. This is particularly important for the safety and confidentiality of the client, as well as building a credible internal coaching cohort.

- **Record keeping (deduced from the literature and my own experience)**

There are various documents that need to be developed for use by internal coaches and the supervisor. One such document, for example, should include information that needs to be shared with a manager. Also, it is necessary to consider how these documents should be stored while taking into account confidentiality and data protection (St John-Brooks, 2014; Rogers, 2011).

5.4.4. Supervision of internal coach practice

- **Three levels of contracting (deduced from the literature and my own experience)**

Good contracting is at the heart of successful supervision and is a reference point that can be returned to or renegotiated (Cochrane & Newton, 2011: 17). These two authors discussed three different levels required for effective and successful contracting, namely the social, professional and psychological level.

The social level: what the coach and supervisor will do together implies that the focus here is on the structure of sessions. This involves: “frequency of contact; time, place; access between sessions; confidentiality; recording and evaluation; and reviews” (Cochrane & Newton, 2011: 17).

The professional level: this implies the social contract focusing on how the relationship will work. It involves: “purpose for coach supervision; aims for the session; objectives; methods and models to be used; responsibilities of both supervisor and coach; style of supervision; and directing the session” (Cochrane & Newton, 2011: 18).

The psychological level: sometimes called the hidden contract, this concerns the messages we hold in our mind; our beliefs and how we really see the supervision process. For supervision to be successful, this level needs to be addressed by the supervisor asking questions such as: “What concerns do you have about supervision? How will I know if this isn’t working for you? If we have a problem, how will we deal with or recover from that? What might I say or do that would damage our working together and how might you sabotage your success?” (Cochrane & Newton, 2011: 19).

- **Establish and maintain community of practice by coach supervisor (theme three)**

As mentioned previously, a community of practice of internal coaches must be set up and maintained by the supervisor. This is where coaches can connect and learn from each other. However, if the supervisor is external, assistance from an internal administrator might be needed.

- **Combination of individual and group supervision (deduced from the literature and my own experience)**

Supervision should consist of a combination of both individual and group supervision as each offer different benefits. This combination will also better facilitate issues such as confidentiality.

- **Relationship building (theme nine)**

It is important for the supervisor to actively build a supportive relationship with coaches to establish successful trust relationships. McMahon (2014) suggested “four guiding principles: i) offering emotional presence and sensitivity; ii) valuing both vulnerability and competence; iii) offering

knowledge and experience with humility; and iv) developing a relationship to support continued personal and professional growth". Even though these guiding principles were originally designed for the clinical supervision context, they remain valuable for coach supervision.

- **The coach supervisor in supervision (deduced from the literature and my own experience)**

Due to the complexity of the environment and multi-party relationships, it is important that the supervisor also receives supervision. As the authors of research conducted within seven prestigious coaching companies stated: "Good supervisors engage in supervision on their supervision" (Humphrey & Sheppard, 2012: 49).

- **Presentation of cases and reflective practice (deduced from the literature and my own experience)**

At the heart of coach supervision is the presentation of cases and reflective practice (experiential learning based on Kolb's (1984) learning cycle (Carroll & Gilbert, 2005). Therefore, it is important that coaches are skilled in presenting cases, and that they develop reflective competence towards their learning and development.

- **Managing ethical dilemmas (theme five)**

As mentioned previously, the coach supervisor is the ethical eye for the organisation. Therefore, encouraging and allowing internal coaches to present and discuss ethical dilemmas in the supervision forum is crucial.

- **Facilitating ethical strategies for coaches (theme five)**

In supervision, it is important that internal coaches also develop strategies themselves for the better management of ethical dilemmas. This could include understanding their own values that get triggered or using ethical frameworks as suggested by others, such as the previously mentioned ACTION model (Duffy & Passmore, 2010).

- **Focused on qualitative, developmental and resourcing functions (theme eight)**

Supervision practice should be focused on qualitative, developmental and resourcing functions as defined by Hawkins (2006 cited in Hawkins & Shohet, 2006a).

- **Tasks unique to internal coaching (theme eight)**

Depending on the requirements of the role and whether the coaching position is internal or external to the organisation, other tasks unique to the function of supervision with internal coaches are foreseen. These could be: managing of internal coach reputation and credibility (theme eight);

managing other coaching initiatives within the organisation (theme eight); feedback of quality assurance and themes to the organisation (themes nine and eight).

5.4.5. Review of coaching practice

- **Reward and recognition process to be implemented (theme four)**

A reward and recognition process for internal coaches should be implemented to ensure that internal coaching remains fresh, relevant and sustainable.

- **Return on investment (ROI) (themes nine and four)**

A quality measurement process, as well as understanding and knowing the value-add (or ROI) to the organisation must be developed. This can be accomplished by collection qualitative data (e.g. feedback from clients, organisational themes and learning collected from the supervisor) and quantitative data (e.g. coaching activity) which should be presented to leadership for further discussion and review.

- **Contribution to research and development (deduced from the literature and my own experience)**

It is important that coach supervision and internal coaching do not become invisible within the field of coaching or in future lack credibility. Therefore, internal coaching and coach supervision research are vital within the organisation and to the wider coaching community. Such research should be informed by a knowledge base constructed from relevant theory, research and practice called evidence-based coaching (EBC) (Spence, 2007). Stemming from this, is the modified scientific practitioner model (link between science and practice) which is “an approach to professional practice that encompasses rigour, science, artistry and ingenuity” and which should also be considered (Lane & Corrie, 2006: 3).

5.4.6. Towards developing a coaching culture (themes nine and eleven)

- **Leadership support for supervision (theme nine)**

It is important for leadership from line to senior management to support coach supervision. As one participant indicated, leadership support from the top is a factor that promotes coach supervision.

- **Aligning internal coaching principles and practice within the context of the organisation (themes nine and eleven)**

Three participants mentioned that a difficult organisation culture that resists rules and regulations discourages supervision. Another indicated that a positive organisational cultural such as one of

transparency, honesty and feedback enhances supervision. The research participants described their organisation's culture in various ways which either supported or hindered coaching and coach supervision. Therefore it is important to have an awareness of the organisation's culture regarding internal coaching and coach supervision.

As mentioned previously²³, coach supervision has a role to play in developing a coaching culture (Long, 2012). This can be created through the alignment of the coaching practices and principles with the organisation's culture and strategy (Long, 2012). Hawkins (2012) pointed out: "a lot of coaching activity does not create a coaching culture, and it's only when the coaching activity is focused on delivering organisational learning, performance improvement and changed relationships both internally and externally, that the organisation starts to deliver real value" (Hawkins, 2012: 142).

5.5. VALIDATING THE DRAFT MODEL

From working in the field of coaching and coach supervision I came to know colleagues well over the years. In January 2010, we all attended a coach supervision training course that was held at intervals throughout the year and facilitated by a UK coach supervisor, Trudi Newton. At the end of that year we committed ourselves to contribute individually or collectively to the field of coach supervision in SA. At an annual three-day get together in 2013 where we shared ideas, trends, experiences and learning from our coach supervision a community of practice was established.

As mentioned already²⁴, part of my strategy to ensure my study's credibility was to engage in peer briefing sessions. One such session devoted to validating the draft model was in Durban on 8 September 2014.

- **Validating the draft model at the Durban peer debriefing session**

Table 5.1 below offers information of the eight colleagues who participated in this Durban session where I introduced the draft model.

²³ See Chapter 4.

²⁴ See Chapter 2.

Table 5.1: Colleagues' age, qualifications and years of involvement in coaching

	AGE GROUP	HIGHEST QUALIFICATION	YEARS IN COACHING	YEARS IN COACH SUPERVISION
Participant 1	60-70	D.Prof	26	17
Participant 2	50-60	MBA	12	3
Participant 3	50-60	B.Sc.	9	4
Participant 4	50-60	M.Soc.Sc.	10	4
Participant 5	50-60	B.Com.(hons)	19	6
Participant 6	50-60	Matric	9	4
Participant 7	50-60	B.A.(hons)	12	4
Participant 8	40-50	MBA	8	4

The majority of the participants were over the age of 50, all with a tertiary education, except for one. They all had vast coaching experience, ranging from eight to 26 years. The average period as supervisors was four years, with one participant having 17 years of experience.

Figure 5.3 represents the draft model I presented to the colleagues.

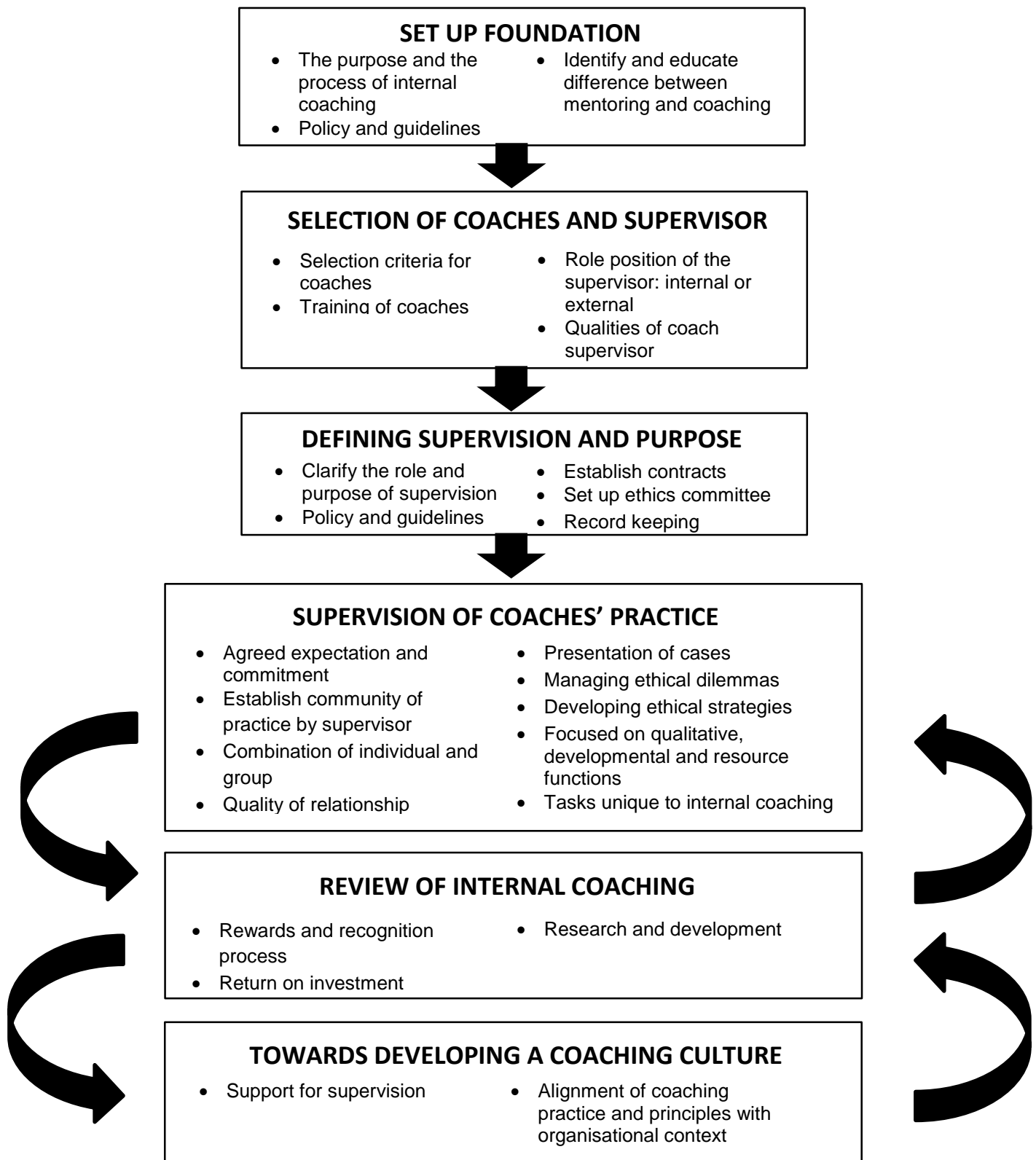


Figure 5.3: The SYSTEMIC supervision draft model

Source: The author.

- **Colleagues' comments on the draft model**

After I had introduced my study, presented its key findings and outlined the draft model to my colleagues, they offered constructive and very useful feedback.

The following excerpts from their comments represent the most important input they shared after my three hour briefing session:

Participant 4

"Learning is fundamental to what we do, therefore research is important.... working with the learning.

The background work needs to be done before supervision. If called into supervise, what is not there, but set up, so you are supported. What is there and not there?

I think that internal supervision group is different from ordinary group supervision (with external coaches) in terms of ethics, confidentiality, dual roles.

The demands of supervisor, either internal or external. Internal, there is an increase in skills such as ethical issues and multiple contracts. Therefore have to understand the organisation. This is the responsibility as a supervisor. This has implications for training. A systemic emphasis is essential".

Participant 7

"Being a good supervisee in the organisation – a set of skills. Have to present case and talk about dilemmas without revealing more than appropriate to reveal. Have to create a lot of safety".

Participant 6

"This makes for deeper supervision. Learn how to present the case and better distil the issues. This is important for internal coaches.

Brought me back to different meanings of supervision. What is supervision, if we are getting together and discussing these emerging themes?"

Participant 5

"Role of supervision is to educate the internal coach on how to present their cases.

There is a multi-layered complexity to coach supervision. When supervising one coach, get one lens. More than one coach, greater depth of understanding. However, the danger is that the supervisor is part of the problem.

Back to record keeping of the feedback to the organisation".

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Participant 1

“This reminds me of health and safety policies and risk management. “Don’t necessarily do it, but stop things from happening. Being aware, if you don’t do these things, there are consequences. Where does this eventually sit in the organisation? Whose control? HR?”

I adjusted the model according to the comments and suggestions that my colleagues offered. The feedback and the adjustments are presented in Table 5.2.

Table 5.2: Changes to the draft SYSTEMIC model

DRAFT MODEL	FINAL MODEL	FEEDBACK AND ACTION
DEFINING SUPERVISION AND PURPOSE Establish contracts	DEFINING SUPERVISION AND PURPOSE Develop contracts	The wording was changed to make it easier to read and understand.
SUPERVISION OF COACH PRACTICE Agreed expectation and commitment	SUPERVISION OF COACH PRACTICE Three levels of contracting	It was decided to make the contracting phase explicit as it is very crucial to the success of the supervision/coach relationship. The different levels of contracting were mentioned as suitable.
SUPERVISION OF COACH PRACTICE Presentation of cases	SUPERVISION OF COACH PRACTICE Presentation of cases and reflective practice	It was felt that supervision is not about the presentation of cases and that reflective practice is equally important to cultivate as practice.
SUPERVISION OF COACH PRACTICE Developing ethical strategies	SUPERVISION OF COACH PRACTICE Facilitating ethical strategies	The wording was changed to illustrate that it was a co-created process by the supervisor and coach.
SUPERVISION OF COACH PRACTICE Quality of the relationship	SUPERVISION OF COACH PRACTICE Relationship building	The wording was changed to make it clearer to read and understand.
SUPERVISION OF COACH PRACTICE (None)	SUPERVISION OF COACH PRACTICE Supervisor also in supervision	It was felt as this is very important and should have specific mention in the model.
TOWARDS DEVELOPING A COACHING CULTURE Support for supervision	TOWARDS DEVELOPING A COACHING CULTURE Leadership support for supervision	The first version was too general and it was important to make the relevant players explicit.

- **Comments received on draft chapter**

In order to effect member validation I sent a draft of this chapter to all the research participants on 24 October 2014, asking for their comments. I received the following two responses on 7 and 10 November 2014 respectively from participants 2 and 7. I now provide the participants' responses as well as my comments.

Participant 2

"It is one of those things that one puts aside for when there is time and sadly it gets forgotten – thanks for the reminder.

My thoughts:

If organisations were diligent and went through each of these steps I'm sure that it would greatly enhance the process and elevate the quality of the coaching on both the coach and coachee side.

I was wondering if you could round this off with a simple checklist containing all the points so that if someone picks up your dissertation in the future they have a tool to get going with. The detail and direction if they need is then in the text. I always find a list summary useful (that's my linear thinking coming out)

On page 14 you speak about three levels on contracting. The word 'social' did not fit as a label for me for the activities described. I would call that "process" ???

You did ask for feedback so I assume this qualifies. I think it goes without saying that spelling errors will be eliminated by your editor.

Good luck and great work".

My comments:

I think that this is a good idea to develop a practical checklist, for use within organisations, which is distilled from this chapter. This will complement the model and give more depth and understanding to it. It will also make it more accessible to practitioners of coaching and supervision.

The three levels of contracting are from the authors, Cochrane and Newton, who use the term "social" to illustrate the second level. I decided not to interpret and rename the levels as they are sufficient in their current form.

Participant 7

“Dear Michelle

I have tried to read your chapter from the perspective that this is what you found in your research, rather than what you are recommending as best practice – which I found hard because I kept looking for recommendations or best practice. In some instances you have not made any recommendations e.g. Section 6.3.2 and in others you have e.g. developing the required contracts.

I am ignorant of research practices, but to me this seems like an inconsistency.

When you discuss the contribution of supervision to research and development, it seems that you are saying that it must be done so that supervision does not become irrelevant – that is not a compelling reason unless you are a supervisor with a vested interest. I'd have thought a more compelling reason is that it contributes to institutional learning and enables organisations to become increasingly competent in their internal coaching efforts.

These are the thoughts I had when I read your chapter. Generally it hangs together well. I did not do my usual proofreading thing as I assume this will be thoroughly proofread by a professional.

Good luck – it must be great to be nearing the end”.

My comments:

Implementing the model would constitute best practice and I would recommend implementing all of the components. However, organisations are at different levels of maturity and stages with implementing internal coaching and coach supervision. At the onset of my research, I had only found one organisation to study. Therefore, I have only made recommendations for the key components of the model that I deem to be essential for best practice, with a view that the rest can be implemented over time as internal coaching and coach supervision develop in the organisation.

The contribution lies indeed on different levels, namely: theory and practice²⁵.

- **Achieving theoretical saturation**

A final point raising its head regarding the model is whether sufficient theoretical saturation has been achieved. How to achieve theoretical saturation is fiercely debated amongst scholars. However, when one studies the works of grounded theorists one obtains some clarity of this. For example, Locke (2001) suggests that theoretical saturation is reached when no new information,

²⁵ Please see Chapter 7.

either in terms of refining a category or its properties, or its relationship with other categories are found after subsequent data was examined. She goes on to add that a “point does come in the research when the theoretical framework is sufficiently worked for analysts to have something substantive to say about the phenomenon they have studied” (Locke, 2001: 54). Dey (1999) as cited in (Charmaz, 2006) suggests instead of claiming saturation one should rather consider using theoretical sufficiency. With regard to the model one may, for example, argue that it could have been verified by applying it to other local organisations that have internal coaching arrangements. This is sensible but since no such organisations existed at the time of the research this was not possible. Therefore, it is important to make it abundantly clear that at best the model entails a first building block which needs to be subjected to further study.

In summary, the SYSTEMIC supervision model posits that coach supervision is an integral and necessary part of internal coaching within organisations and requires a systemic approach due to the multiparty environment and complexities.

5.6. CONCLUSION

In this chapter, I presented the SYSTEMIC supervision model which I constructed by integrating the research participants’ views and experiences of coach supervision with scholarly concepts I derived from the literature. I also outlined the second peer debriefing session that was held with colleagues in Durban on 8 September 2014 and present in table format the changes that were made to the model as a result. After having discussed the feedback I received on a draft chapter and having reflected further on the model I concluded that it may be seen as a first building block awaiting further study.

CHAPTER 6

MY RESEARCH STORY

6.1. INTRODUCTION

In this chapter I offer a behind-the-scenes account of my research in the making. In presenting this personal narrative of my research, it was obviously not possible to offer a comprehensive account of the steps and decisions I have taken over the three years in designing and executing the research. Nevertheless, I would like to believe what I offer is sufficient to establish the quality of my work. Also, this backstage story reveals what transpired behind the scenes and my growth as a scholar. Let me first, however, provide some context.

Schurink, Fouché and De Vos (2011) point out that research stories can serve as audit trails as they represent narrative accounts compiled from diaries and journals that researchers maintain during research journeys.

“An auditing trail is a systematically maintained documentation process of the researcher's continuous critical analysis of all decisions and actions taken during the ...research process. (It) displays the interaction between us and our subject(s) in such a way that the research can be understood not only in terms of what was discovered but also how it was discovered. The advantage of this is that our interpretations can be better understood and validated by readers who are informed about the position we adopt to the study and by our explicit questioning of our own involvement. This means that interpreting one's own interpretations, looking at one's own perspectives and turning a self-critical eye on one's own authority as interpreter and author enhances the trustworthiness of the findings and outcomes of the research” (Schurink *et al.*, 2011: 422).

Janesick (2004: 144) adds:

“Often, qualitative researchers are criticized for not being precise about what they do. I offer journal writing as one technique to accomplish the description and explanation of the researcher's role in the project. Qualitative researchers may use a reflective journal to write about problems that come up on a regular basis...Often, we qualitative researchers are positioned outside the very people and situations about which we write. Journal writing personalizes representation in a way that forces the researcher to confront *issues of how a story from a person's life becomes a public text, which in turn tells a story*”.

A research story is written in a certain style, and can be seen as a compilation of frustrations and challenges, insights and impressions, as well as the researcher's contemplations of his or her accomplishments. In fact, they often contain what Van Maanen (2011) terms “confessional tales” or accounts written in a highly personalised style as self-absorbed mandates. This writing style “foregrounds the voice and concerns of the researcher in a way that takes us behind the scenes of the 'cleaned up' methodological discussions so often provided in realist tales” (Sparkes, 2002: 57). As a result, the start-to-finish account of the research journey is revealed (Van Maanen, 2011).

Research stories entail personal narratives, and often display what is known as auto-ethnography. A well-known writer of auto-ethnography, (Ellis, 2004: 195), emphasises that such narratives entail evocative stories people tell of how they “organise their experiences into temporally meaningful episodes”.

In considering research stories, it is also important to bear in mind what Denzin and Lincoln (2000) term *first-person voice* which is found in a variety of forms such as short stories, poetry, fiction, novels, photographic essays, journals, fragmented and layered writing.

"In these texts, concrete actions, dialogues, emotions, embodiment, spirituality and self-consciousness are featured, appearing as relational and institutional stories affected by history, social structure, and culture, which themselves are dialectically revealed through action, feeling, thought and language" (Denzin & Lincoln, 2000: 739).

Reflexivity, which is an important part of qualitative research, and which has been influenced strongly by feminist approaches to research (Etherington, 2004) is central to research stories. In organisational research, there is a growing appreciation that “subjectivity, contingency and context can be invaluable resources for qualitative researchers” (Tomkins & Eatough, 2010: 162). Important here is to note that “reflexivity is not the same as subjectivity but rather opens up a space between subjectivity and objectivity that allows for the exploration and representation of the most blurred genes of our experiences” (Etherington, 2004: 37). As Etherington (2004) points out, it can also be described as using ourselves in research where the self can be seen as an instrument. Moreover, it allows for the awareness of the researcher-self as a holistic being; the environment in which the research is conducted, and events and experiences that occurred along the way.

A final point to be kept in mind in the compilation of research stories is that research is actually an extension of our lives. As Ngunjiri, Hernandez and Chang (2010) point out: While we have been socialised to be careful in becoming subjective, and thus to strive to separate self from research activities, this is an impossible task.

Now that we have an understanding of the research story, and its role in research, I can provide a back-stage story of my research. However, before doing so, let me first provide a sketch of myself.

6.2. SKETCH OF MICHELLE VAN REENEN

I am a 51-year old single mother who works part-time on the MPhil management coaching programme at the University of Stellenbosch Business School (USB). I am also a consultant/coach/coach supervisor in the corporate environment.

I am the second of three children of my parents, Marcelle and Charles, who were 22 and 25 years of age at the time I was born in Cape Town. They are very loving and supportive as parents, and are very proud of me as I am the only family member to have a degree. Growing up, I spent a lot of time with my older sibling, my brother, as we are only eighteen months apart. My sister is a lot younger than us (seven years), so she lived a separate life, and played on her own. I was a bit of a tom boy and loved nothing better than being part of my brother's cricket and soccer teams. We were very close until we went to different high schools, and as young adults drifted apart as our interests and lives changed.

As a child I was quite shy, and loved lying on my bed engrossed in adventure stories by Enid Blyton. While I sailed through junior school with academic distinctions every year, this changed at high school as the new environment felt huge and impersonal.

Not really having any set plans for the future I enrolled at the University of Cape Town at the age of eighteen. I registered to do a B.Soc.Sci degree, but only completed the first year since I travelled for a year in Europe and Israel. At 19 I returned home, but I soon left again with some money and a bag of clothes in search of a fortune and a new life in Johannesburg. I started my articles in auditing and accounting at a prestigious organisation, and pursued accounting and auditing studies.

In 1990 I met Donovan, my late husband, in Cape Town. I had just turned 28. Six months later he asked me to marry him. A year later, I fell pregnant and on my 30th birthday, my son, Luke was 3 months old. At this time, I decided to change my career. As I had a business background, and Donovan was an Industrial Psychologist, we formed a consultancy business focusing on finding and developing management potential in people within organisations. Our head office was in London, and we held the Southern African franchise. We worked hard, and the business was very successful. We travelled extensively both locally and overseas. During that time I gave birth to Saffron, our daughter.

A horrific robbery in Zanzibar during 1999 forced us to take another look at ourselves. We realised that our lives had become extremely hectic, and that we had to find better balance and more meaning in our existence. As a result, Donovan initiated his own practice, and I entered the field of coaching. In 2002 I enrolled in a master's study at Middlesex University.

I am proud of my children. Luke is an introvert who loves computer games and movies whilst Saffron, an extrovert, loves fashion and shopping. Both love animals, and are gentle in nature. We are very close, and during winter we simply love to snuggle up on the couch and watch movies together.

If I had to describe myself, I would select labels such as easy-going, quiet, sporty and fun-loving with a sense of adventure. I love travelling and have visited many exciting countries. One of my passions is running, both on road and trail. I have run several marathons and ultras with the Comrades ranking as number one.

It is my custom to run with a circle of friends around 05:30 in the morning. I have developed many warm and close friendships in practicing my passion for running.



Photo 6.1: Running the two-day trail race in Grootvadersbosch reserve, Western Cape

My other passion is reading novels. This I do in combination with eating chocolates while I am curled up on a couch somewhere. Indulgent!

I consider myself to be a creative person. After I had completed my master's degree, I attended art and pottery classes where I produced large colourful canvasses which still hang on the walls in my house.

Overall, I would call myself a loving and caring person who is devoted to her family. I love the notion of being part of a family, and treasure the fortune of being a mother and a wife. I take these roles seriously. Over the past five years life has taught me one important lesson, and that is that you can't control everything no matter how much you wish to, and how well your plans are made. Certain things in life simply happen! Control is taken from your hands. This demands that we remain calm and patient, and wait for that hidden jewel that always seems to emerge. Sometimes it emerges as a pleasant surprise; sometimes it is a piece of wisdom that is revealed to us, and sometimes pure frustration is added once again. We never know. This is what we call life. Life happens!

I am a hard worker, and I am not afraid of it. Everything that I have achieved in my life has been done through hard work. So, I don't give up easily! Yes, at times I may complain, and I do, but I don't give up. When faced by an enormous task such as this, I am constantly reminded of my experience of running the Comrades Marathon. This race is 89 kilometres of hell! Just putting one foot in front of the other becomes the mantra. As long as you are moving forward, you will eventually get there. As a result, I love challenges and the harder they are, the more determined to succeed I become!

However, if I am honest, the enormity and trauma of my husband's untimely death was one event in my life when none of these strategies would help me. I was knocked to the floor, and simply had to surrender to what was.

In compiling the research story which I now present, I made an inventory of everything that I included in my diary that I believed would enable the reader to form a picture of my doctoral journey and of my growth from a rookie qualitative researcher to a scholar. In addition to what I offer in the other chapters, this account should enable readers to make an assessment of my work. In the story I include key events during the study, key decisions and experiences, the effect of challenges in my personal and family life, USB's organisational process, that is, its position and requirements in terms of the research proposal, doctoral supervision, the colloquiums, the dissertation and the examination, and finally, the role of my friends, fellow doctoral students and other people during the course of the study. I refer to places I visited during the course of the journey that offered me a break and the opportunity to ponder the study from a distance. These "items" are presented **chronologically in an attempt** to improve the flow of the story and to make the reading more enjoyable. In an effort to engage the reader I also present selected quotations from my diary (edited somewhat for readability) and photographs.

6.3. THE STORY

Always the hardest part of any task is the beginning. Where and how do I begin the story of my doctoral journey? How simple, and how extremely brilliant, was the King's advice to the White Rabbit in Alice's visit to Wonderland all these many, many decades ago! He told the Rabbit: "Begin at the beginning and go on till you come to the end: then stop!"

At a number of times since early 2012, Professor Schurink, my promoter, mentioned "the story behind the story". I had to compile this as part of my dissertation. He suggested that I keep a research diary detailing what happened behind the scenes. I could use this in compiling a backstage story towards the end of the journey.

Silverman's (2005: 251) guidance in terms of keeping a research diary was useful. In particular it persuaded me to record my data meticulously, and to reflect carefully on it. However, I still found it

difficult to decide what to include and what to ignore. After grappling with these and other questions for a while I decided to simply begin writing: “Today is 11 November 2013”. For some more detail and volume I might have added: “Monday!” Although this has proved to be quite time-consuming, I now made regular entrances in my research diary.

The reflective practice is not unknown to me as I teach this to my students. However, writing about oneself, and exposing oneself is not easy! I often felt vulnerable and uncomfortable. At times I wanted to shy away because I was afraid that writing about me could come across as exhibitionistic, if not self-indulgent! However, this was moved into the background as I realised that in compiling an authentic personal account of your doctoral journey you needed to be absolutely honest with yourself. To my mind the purpose of sharing my story was to allow others to form a picture of what my journey entailed, to demonstrate the involvement of ordinary people and to illustrate that from behind the scenes, real life carries on in quite an extraordinary manner.

6.3.1. The beginning

The beginning of my doctoral journey was probably the saddest and most traumatic experience of my entire life. It kicked off with a vicious blow to the pit of my stomach! It was a death, a tragic, never-to-be-forgotten death. It was the death of my husband in what is generally referred to as “his prime”.

In September of 2009, springtime in the southern hemisphere, my husband and the father of my two young children died. This knocked me into a deep and frightening existential crisis; an abyss so deep and dark that I felt as if I were moving into the icy cold of Hades, and there on their black thrones sat the king and queen of the Netherworld in their sable coats awaiting my arrival and eternal stay.

I tried to explain my hurt to my doctor at the time: “I feel as if I am sliding into this hell hole; and I am desperately clinging to the edge by my finger nails. I don’t know if I am ever, ever going to get out of this!”

My first year of grief was a blur filled with therapy, medication, a great deal of crying; of lying on a couch and staring up at the ceiling for many hours a day. Actually I was in a huge empty deep black hole filled with nothing.

“Just do one day at a time” was my mantra and survival technique. This was like eating an elephant; one tiny morsel at a time. However, apart from my own loss and hurt, I still had two teenage children. They were undergoing their own challenges and life processes, and needed my care as a mother. Now care was necessary; even more than ever before.

For support and guidance, I relied on my community of friends to help us through this radical time. I needed courage and strength, but I was mortally wounded and fragile. I turned into myself, and felt emotionally unstable and unable to function in my work environment for longer than a day or two at a time. Luckily, I was a consultant *cum* coach *cum* supervisor, and was self-employed. At least I could carefully manage my own time, and I had an income. This helped me in dealing with my emotional and psychological state.

During my more lucid moments, I began to consider who I was in terms of my working self. Who did I wish to become? What was my career path now? What was being said that I was not hearing? My vulnerability and reflections allowed me to really open up to opportunities and any threads of hope because I felt that I had nothing more to lose. This was a powerful aid. I had already lost what I wanted most; so I could take more risks and be more creative in my thinking. However, I suddenly lacked confidence in my own capabilities. For a previously successful 47-year old woman, this was a bitter pill to swallow. I was left in a state of total and utter confusion, bordering on despair!



Photo 6.2: My husband, Donovan Shaw, surfing

In February 2010, I decided to undergo a year-long training course in coach supervision. This course was presented and conducted periodically in Johannesburg with a facilitator from the United Kingdom (UK). I felt that I needed to get away from my home in Cape Town; I simply had to temporarily denounce my family responsibilities, spend time with other adults, and engage my mind in grappling with intellectual concepts. Eventually this proved to be my salvation as I connected and practiced with colleagues, whilst developing my own opinions and thinking about coach supervision. This became the start of my coach supervision journey, which has deeply informed my passionate interest in this field.

With the vacuum created by the death of my husband, I had a big hole that I needed to fill. One day, shortly afterwards, a thought about engaging in a PhD study struck me. A number of my colleagues had undergone this journey, and I was now moving into the academic field. In addition, it had been a while since I had completed my master's degree at Middlesex University (UK).



Photo 6.3: My master's graduation from Middlesex University (UK)

I had a lot more time on my hands, and I was beginning to feel redundant, as my children were increasingly doing their own thing. Socialising was something that I was still not very comfortable with. At the time I preferred to be quietly on my own with my private thoughts. This felt like a safe and healing space to be in.

6.3.2. The research proposal

I began writing my proposal in June 2011. My deadline for submission was October 2011. I lived, ate and slept my study! I had this very disturbing thought that “luckily” my poor husband was spared this action, since he was no longer around. I would probably have driven him insane with this kind of passion! Over time, ideas began to emerge, and my thinking started to take on some form. I had to be patient as I realised that this was not a process one could hurry. I also wanted to give it careful thought to ensure that I put together a solid piece of work.

- **Coping with osteomyelitis**

The bone infection condition (osteomyelitis) in Saffron's leg, which had commenced in 2009 before my husband's death, came back in 2011 with a vengeance! She was in terrible pain, and required immediate medical attention. More operations had to be done (she already had three in 2009). Sitting in front of the orthopaedic surgeon, she had to listen to him expressing his fear that if the

operations he was suggesting didn't work, he would have to amputate her leg! I remember, walking out of there with her, in a state of shock saying to her, we are going to get over this, and when we do, we are going to Thailand to celebrate.



Photo 6.4: Saffron, wheeled in for surgery

The rectification of Saffron's condition required two major operations. I was never really prepared for sharing the extent of her pain and the suffering that she was going to endure. I find that, in general, doctors are always quite thin with information about such procedures or the extent of the recovery period. Her first operation required them making a huge hole in her bone to remove the infection. She had to be immobilised in bed on an epidural drip in the high-care unit for a couple of days in an effort to manage the pain. I spent endlessly long days next to her bed, arriving in the morning and leaving at night in an effort to support and help her. Only when I arrived did she feel safe enough to sleep. She was also on high dosages of pain medication consisting of a combination of injections, drips and tablets.

Adding to all of this, the deadline for my proposal was looming over me! So, I spent a lot of time with my books and laptop, working on the proposal, sitting on a chair in Saffron's room – with nurses popping in, other sick people in the room and watching my daughter sleep. Now and then, I would take a break and go down to the coffee shop to grab some coffee and a toasted sandwich. We took it all one day at a time (like eating an elephant).

Luke who was still at school, was kindly lifted home by another mom. After the evening visiting hours at about 21:00, when I would arrive home we would catch up on the day's news.

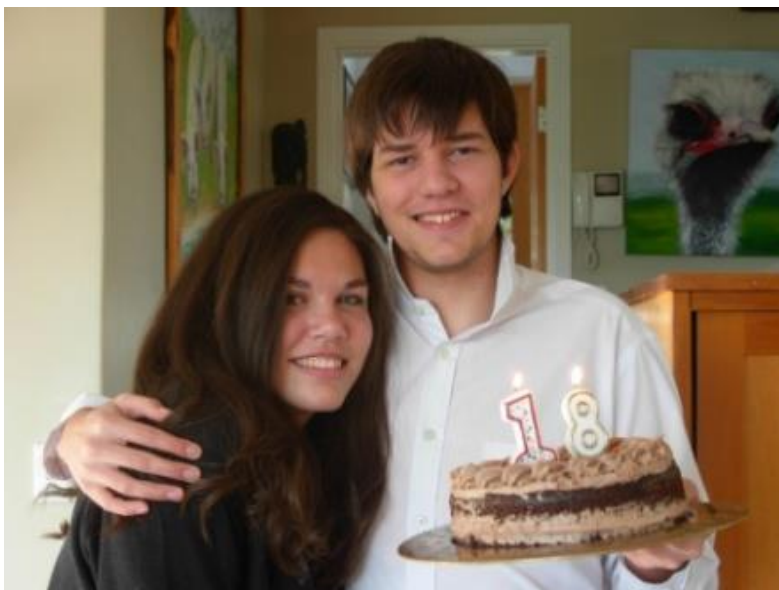


Photo 6.5: Luke's eighteenth birthday with Saffron (still on crutches)

I handed in my proposal on 30 October 2011. I was extremely excited, and almost equally scared. What if it were not good enough? What if they rejected me? I also attended a week-long course for prospective PhD students at USB in September. I learned a great deal about developing proposals and qualitative research, which was my chosen approach. It was also pleasant to meet other students.

I tried to remain confident that my proposal would be accepted! I was not sure when they would let me know the outcome but hoped that it would be before the Christmas holidays, so that my agony could end. Finally, after waiting for one and a half months, I was notified that my proposal had been accepted. I was totally ecstatic. I felt like shouting and telling everybody who cared to listen and all those who did not care!

However, my enthusiasm was dealt a serious blow when I was told that the professor who I had worked with until then had been taken seriously ill, and was no longer available to be my promoter. This was a huge disappointment for me as we had worked together for a year. I really liked her, and she was very enthusiastic about what I wanted to do. At this crucial stage I found it quite difficult to start a new relationship. In January, 2012, I spoke to a colleague who suggested that I consider Professor Willem Schurink. I had met Professor Schurink the previous year on the USB's annual Doctorate Research Training Programme (DRTP) programme, so at least I knew of him.

A doctoral study at a higher-education institution entails an apprenticeship under the guidance of an experienced scholar, normally a senior member of staff. The quality of this relationship is crucial to the success of the dissertation (Mouton, 2011a). Therefore the selection of a suitable promoter was crucial to me. I phoned Prof Schurink in January, and asked if he would be available. He had

some doubts about the practical execution of the work since he was based in Pretoria and I was in Cape Town – some 1 400 kilometres apart. We agreed that we would make every effort to make it succeed until my presentation, and would then come to a final decision. I think that finding and establishing a relationship with a person who has recently been a total stranger is very difficult. It could most certainly not have been easy for the promoter! However, in this relationship I saw myself as an apprentice who had lots to learn and was willing to try.

My final presentation to a panel of professors was scheduled for 11 April. I had been working closely on my final proposal since January with Professor Schurink, my new promoter. I worked hard right through the Easter weekend in the build-up to this! Overall it went well, and my proposal was approved!

The presentation was a very emotive experience for me as I felt so anxious. I kept wishing that the floor would open up and swallow me! This was aggravated by the fact that a friend of mine, Jill, who presented her proposal on the same day but after me, did not get approval. We had worked alongside each other for the past months, and I was extremely disappointed for her.

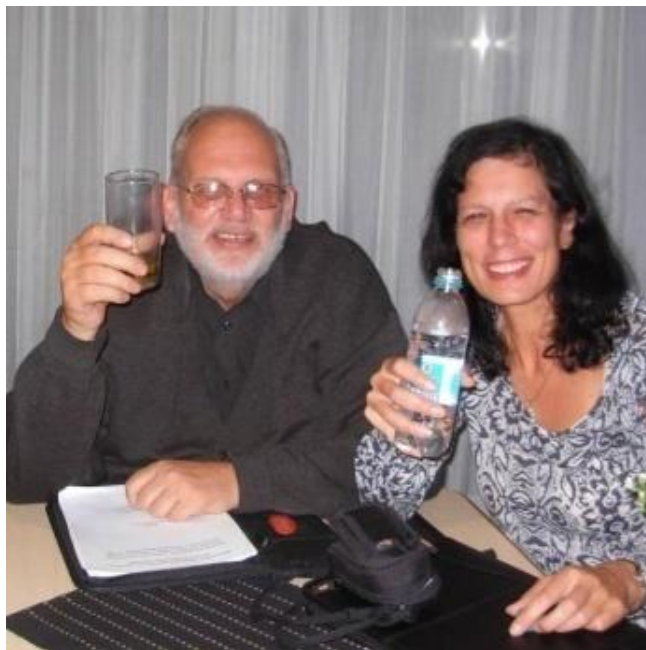


Photo 6.6: Prof Schurink and I celebrating the acceptance of my proposal

I couldn't really celebrate since I felt that it would be wrong while Jill's study was not approved. A couple of days later, on 16 April, her proposal was finally accepted after some modifications were made. We drank lots of champagne, and got slightly drunk. Jill fell over the dog, although the dog was completely sober. We laughed and chatted happily, and even the serious old dog did not seem to mind!

After this I was feeling exhausted. I needed to take a short break, and went for a Vitamin B injection in an effort to put some pep into me. As I felt I had neglected my body over the past couple of months and was also feeling flabby, I went to see my chiropractor. The outcome of this was that I urgently had to get my life into a better shape, and that I also had to start running again!

As far as the study was concerned, even though I was excited I felt very daunted about the road ahead as there was so much work to do. I would have to juggle this with my work. After a while I started feeling more comfortable with becoming a researcher as I realised that this was what I really wanted to do, and the possibilities of what I was going to do sounded exciting. In fact I couldn't wait to get started!



Photo 6.7: Jill and I celebrate our success in having our proposals approved

After this, I had numerous conversations with Professor Schurink. These were very useful, and I was pleased that I could take notes and capture his jewels of wisdom. Still very excited I had to keep reminding myself to be patient and to allow things to unfold!

I decided that as part of my doctorate journey, I needed to develop new skills. I studied an internet site that discussed doctorate and academic studies about the role the iPad could play in such a study, and decided to make use of it. As a 48-year old mother, I was often overwhelmed by this new technology! Fortunately, I had one secret weapon during these battles: Luke! He patiently helped me to set up my iPad, and on many occasions showed me what to **do**. With my iPad set up I could now make use of Notability, an application for the interviews.

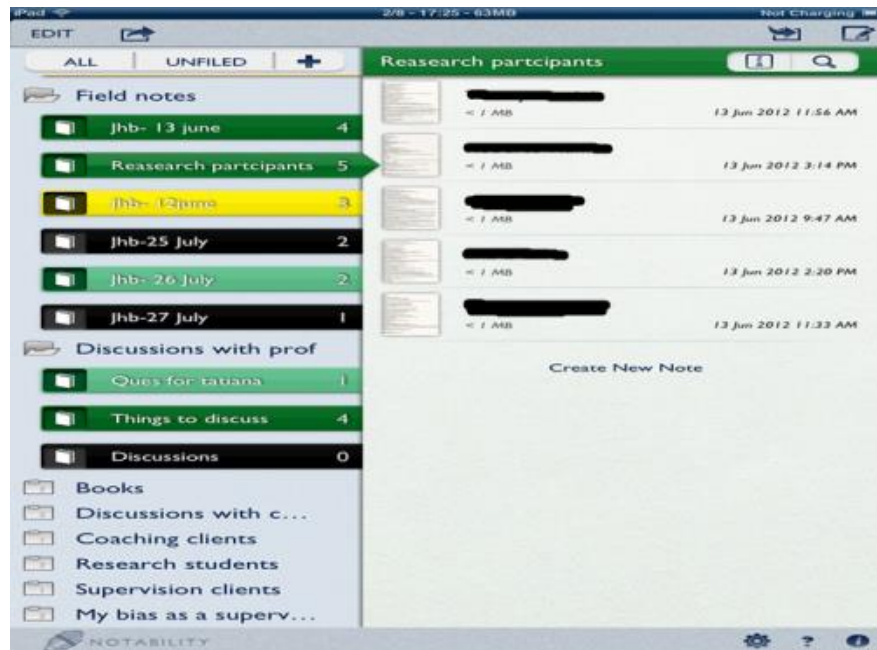


Photo 6.8: The layout of my iPad for field work

Finding an organisation that had both coach supervision and internal coaching to conduct my research in was not easy. In the beginning I tapped into my networks of coaches and supervisors and spoke to numerous people. During the development of my proposal I came across a coach supervisor who was working at an organisation on Linked-in, a professional internet social group. I sent her an e-mail, introducing myself, and asked her whether I could phone her at a time that was convenient to her. She agreed, and we had a conversation about her organisation and her role. As her organisation sounded ideal, I asked her at the end of the conversation whether it would be possible to conduct my research there on acceptance of my proposal. She agreed that she would investigate this further to let me know when she was ready. In the meantime, I had also discovered another organisation that offered both coach supervision and internal coaching. However, on discussion with the head of coaching of that organisation, I found that the coaching and coach supervision were still in the infancy stages, and were being conducted very informally and infrequently. As a result, I found this organisation not to be suitable.

The person where I conducted my research therefore became the informant and gatekeeper of my study. When my final proposal was accepted, I returned to her and she arranged for permission. The most important responsibility was that I needed to be confidential and professional in conducting my research. The informant or gatekeeper introduced me to the research participants and explained the setup of internal coaching in the organisation. Her role was crucial to me.

6.3.3. Fieldwork in Johannesburg and Cape Town

On 12 June I flew to Johannesburg to start the first round of interviews for gathering data for my study.

While Prof Schurink and I had shared some thoughts, I had to think about the contents of the interview schedule, how to introduce my study and myself to the research participants, and how to develop a trustworthy relationship with them.

I constantly seemed to have this anxiety and stress about my study. Was I doing the right thing? A particular issue that worried me was whether I should follow a modern or post-modern approach. Should I use a software programme? What should my role be during the fieldwork? How should I collaborate with the research participants? What unsolicited documents should I look for?

"Oh dear", I said to myself, "I have more questions than answers as I start on this field-work trip!"

Later I could spend some time in discussing the interviews and some other concerns with Prof Schurink at his house in Pretoria. Sitting in the airport lounge late that Friday afternoon and reflecting on the past week, I felt quite pleased with myself. In fact, I couldn't believe what I had achieved. What a huge step forward this was for me! What a milestone this was! While I was exhausted, I felt that I had finally broken the ice of entering into the field! Prior to this point, there were so many issues to consider and think about. I wanted to make sure that I would get everything right.



Photo 6.9: Discussing my interviews with Prof Schurink at his home in Silver Lakes, Pretoria

- **Taking a break and visiting Thailand with Saffron**

On my return home in June I took Saffron to Thailand. However, before we left, I set up the next round of interviews to be conducted on my return.



Photo 6.10: Saffron and I in Thailand

It was an amazing trip! It allowed me to be somebody else for a little while. I had been working really hard, and for a while I could now have fun, spend money and relax in the sun. Best of all, was that I had uninterrupted time with my daughter.

However, the time away also proved to be good for my study as it gave me a much-needed break. I came back fresh and energised.

- **Further interviews in Johannesburg**

I started the second round of interviews in July. Reflecting on these interviews afterwards I realised that I had become more concerned with obtaining depth in the interviews. This was good. Some questions in the schedule I ignored as they didn't seem important at the time. I also felt that I was quite flexible during the interviews. Critically reviewing my questions, I felt I had too many.

Overall, it was interesting that everybody seemed to be quite comfortable with my enquiring about their backgrounds and how this impacted on their views of life. I found this a good start to the conversation. To my mind the interviews resembled a dance – being relaxed and going with the flow of the conversation. After each interview, I would return to my notes, and amazingly, could still hear the participant's voice in my head. After correcting or rewriting a word that was misspelled or unclear I would write my field notes.

Although I felt very tired when the interviews were completed I was quite proud of myself. During this time, I read Rubin and Rubin's (2005) *The art of qualitative interviewing* which I found very informative. I applied most of their suggestions.

These interviews were like an over-sized picture puzzle to me. I was slowly finding some pieces, whilst others remained elusive. I realised I had to make sense of the pieces I had, and needed to think which I still needed to locate. Once again I went to see my professor in Pretoria.



Photo 6.11: Going through the next round of interviews with Prof Schurink at Silver Lakes, Pretoria

- **The Cape Town interviews**

On 7 September 2012 I started interviewing in Cape Town. These interviews felt totally different. It felt like a stop-start process. Away from home in Johannesburg, I could immerse myself completely in the research without interferences from outside. In Cape Town where I lived, this was impossible. Here at home I had a life to live, and had to attend to day-to-day demands. Owing to this, I allocated time for reflection and preparation for the subsequent interviews. Some of these I did late at night when it was quiet, and my duties as a mom were over. I also didn't want to miss anything important. I was reminded that one must continuously be reflecting on one's questions, and be willing to review and refine them. In short, my experiences of qualitative research was indeed a dynamic process that was not linear or systematic.

- **Drug induced with data**

As Strauss and Corbin (1990) so eloquently pointed out in their book one becomes “drug induced with data”. This is how I felt after having studied a number of grounded theory books, in between the interviews that I was conducting. In order to grasp its principles and practices I had begun reading up on grounded theory. I systematically went through grounded theory works including one set in a management context (Goulding, 1999). I compared and contrasted the approaches of Glaser and Strauss (1967) and that of Charmaz (2006), and felt overwhelmed by all these views.



Photo 6.12: Some of the Grounded Theory books I studied

I realised that the only way to get out of this drug addiction was to make notes, and to be patient with myself. After all this was a journey and I was just at the beginning. I was not yet an experienced scholar, I was still a novice.

- **More hospital time**

On 15 August I was back at the hospital, this time with Luke. He was diagnosed with having pilonidal sinus in January 2012. This required two major operations in January and June, which did not sort out the condition. He was referred to another specialist, this time a plastic surgeon. This was his third operation.



Photo 6.13: Luke waiting for surgery

Over the past year or two I had spent many hours waiting for my two children who were in surgery or spending time in hospital. While difficult to focus on the study, bringing my books and iPad along was useful.

6.3.4. Transcribing and making sense of participants' accounts

On 16 August I started transcribing the interviews. I listened to the recordings whilst reading through my handwritten notes. My notes were quite detailed but since they were sometimes illegible I had to correct them.

After I checked my manual notes against those of the recordings and vice versa, I read my notes out aloud by using a voice-recognition facility, *Dragan Naturally Speaking*. As my typing skills were not up to world standard (I typed with two fingers!) this provided a quicker way of getting words onto paper than typing directly from the script. Hence, I would read for a while, and then checked for accuracy. I felt that I had it under control.

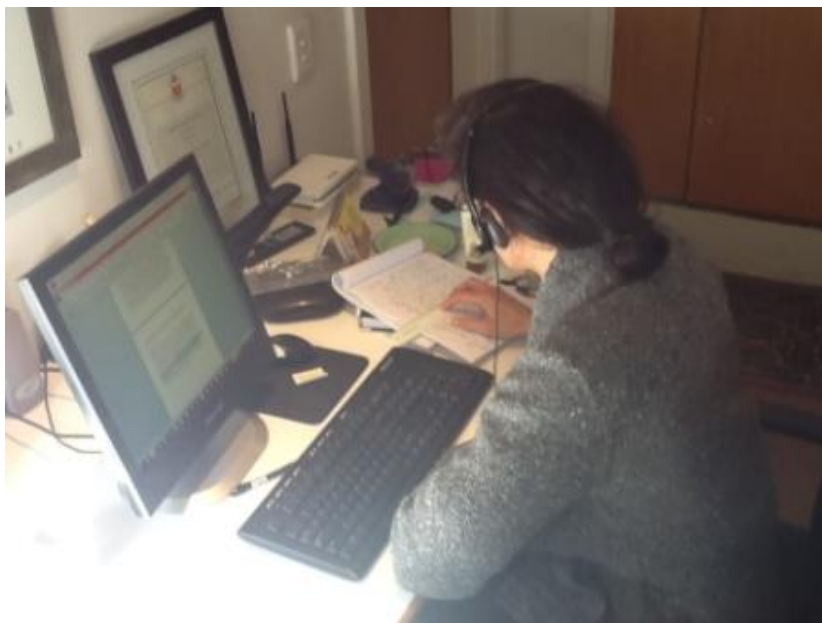


Photo 6.14: Transcribing interviews using *Dragan Naturally Speaking*

As I went through the interviews, themes and patterns were starting to emerge. I didn't feel as hopeless as I did previously. I suppose one could say that I felt more in control of what I was doing. I kept on reminding myself that I had to be patient since I had to remain open-minded to allow the data to speak for itself so to speak. In particular, I had to beware of possible biasness that I might be bringing to the process as a researcher. I continuously reflected on this, and from time to time it re-appeared of its own accord.

I printed out the typed pages, and went through the recordings once again to ensure that I had captured their essence. This was a very painstaking process, but I knew from the books I had read that one needed to be thorough, otherwise key bits of information might get lost. Luckily, I had ample time, but every so often it was difficult for me to find the motivation that was so sorely needed. Working so closely with the data, made me feel intimately involved with the participants and their stories. I was not sure that I would have experienced this closeness to the participants had I given the transcripts to somebody else to type. When I listened to their recorded voices, I could picture them in my mind's eye. I remembered the location, and was transported back to that day in the coaching centre where the interview took place. It was like they were sitting here in my office with me! Whenever I was not sure of an expression or word I would put the recordings on repeat, so that I could listen again and again to what was said. I sifted through everything to ensure that I had collected all the relevant bits and had eliminated "nuisance" variables (Mouton & Marais, 1990) that were preventing me from understanding the meaning the research participants attached to coaching and supervision. I completed the transcripts, and then sent them to the interviewees for further comments and verification. By end of February 2013, I had completed this phase.

- **With a little help from my friends**

"A Little Help From My Friends" by Joe Cocker 1968 (originally the Beatles)

What would you think if sang out of tune,
Would you stand up and walk out on me?
Lend me your ears and I'll sing you a song
And I'll try not to sing out of key.

Oh, I get by with a little help from my friends
Mm, I get high with a little help from my friends
Mm, gonna try with a little help from my friends

What do I do when my love is away
(Does it worry you to be alone ?)
How do I feel by the end of the day,
(Are you sad because you're on your own ?)

No, I get by with a little help from my friends
Mm, I get high with a little help from my friends
Mm, gonna try with a little help from my friends

Do you need anybody
I need somebody to love
Could it be anybody
I want somebody to love.

Would you believe in a love at first sight
Yes I'm certain that it happen all the time
What do you see when you turn out the light
I can't tell you but I know it's mine,

Oh, I get by with a little help from my friends
Mm, I get high with a little help from my friends
Mm, gonna try with a little help from my friends

Do you need anybody, I just need someone to love
Could it be anybody, I want somebody to love.

Oh, I get by with a little help from my friends
with a little help from my friends".

On 4 March 2013, I decided to go to Cape St Francis, in the Eastern Cape Province, with my running friends for a week. Having them with me was wonderful. They were quite amazing in their support. They took me as I was. We have known each other for well over 10 years, and share our

common passion, running. They have all played an important role in my life. Most mornings we get up at 05:00, and run through the deserted streets of the suburb of Cape Town where I live. On Saturdays, we have longer runs and conclude with drinking coffee at our local spot. I have shared all my frustrations and joys related to my doctorate journey with them. I feel that together we have created a place where each of us can share our innermost fears and difficulties without being judged. This is truly very special, and I am grateful for being part of it. I also took my studies with me.



Photo 6.15: Working on my study at Cape St Francis



Photo 6.16: Sunset on the rocks at Cape St Francis with friends

6.3.5. Coding and analysis

On 6 March 2013, I began the process of analysing the interviews. Bloomberg and Volpe (2012) suggested that as a first step to analysing one should read all the scripts before one begins. I initially thought that this would be a good idea, but was not convinced that one should do this.

Anyhow, I started my analysis in this way. As I was reading, a couple of things struck me. I had more than enough data! I hadn't thought so initially. In fact, my concern was that I might not have had enough. This helped me to relax a bit. I realised that in future I would have to consider more carefully what was still missing, and concentrate on the areas I should be focusing on when collecting more data.

At this time one or two of the research questions also slowly became clearer. This was great because up to this point, they all seemed rather confusing. In fact, I wondered how on earth I was going to extract research questions. This worried me quite a bit since they appeared to be quite vague in my proposal.

As I went through the interviews, I became quite impressed and satisfied with my transcriptions and the way in which I handled the interviewing process. I felt satisfied that I did succeed in following up.

I was very happy to learn that it was considered a good idea to read through all the transcripts before one began with coding. This orientated one to the data. This is a critical part of the process. You want to ensure that it is carried out methodically. I found that I could only spend an hour a day on this type of reading as it was very dense. I felt overwhelmed, and wanted to fall asleep. However, I persevered, and I was pleasantly surprised at my progress.

- **Scrutinising transcripts for themes**

On 19 March, I began to review the transcripts for themes. It took me a while to get started. I think that this was because I was adamant to get everything right. I felt stuck and scared. I read many books but it felt that I still didn't know what to do! It was reassuring talking to Prof Schurink about this. The previous week, I spoke to Kathy, another student who was slightly ahead of me with her study. She explained how she had tackled this phase. A starting point, she said, was to put everything in a separate lever-arch file for working purposes. This I did. It was always good to chat to her. She had a calming effect on me.

At this point I started reading, but was too scared to highlight a quote as I was afraid of making a mistake. I feel stupid to write this, but that was how I experienced it. Instead, I was reading, marking with a pencil, and making memos on the opposite side of the page.

How would I know, until I started? I was blushing all by myself when I thought this.

I urged myself on: "Start silly girl! It will emerge".

I reminded myself to go through the first three interviews, and then stop as we were told in the Atlas.ti course. I had this in mind, but somehow forgot about it in my quest for getting it perfectly right. What struck me was the amount of information I had!

Although it was difficult I enjoyed the process of making sense of the data. The fact that I was also supervising master-level research students was a big plus. It helped me to question my own techniques and understanding of research, and made me see gaps and find solutions in other research studies. Supervising students on their coaching practice, and teaching coach supervising at USB reinforced my interest in the field, and made for greater insight and understanding. It also provided me with the opportunity to reflect. At this point, I was really pleased with my progress.



Photo 6.17: Supervising USB M.Phil coaching students

- **Ensuring well-sorted and well-structured codes**

On 10 April I set out to code the first three transcripts manually, and stopped after some time to reflect on my process. It felt like I was wasting time on thinking and wondering whether what I was doing was right. I had a discussion with Kathy the previous day, and it was good to get some reassurance from her that I was not going crazy with my insecurity about coding. She was complaining about how time-consuming this process was, and feared that she would not be able to finish in time. I agreed with her.

I took another look at my coding, and realised that I was coding too "high". I looked again at the literature, especially at the Atlas.ti book on coding and how best to write up effective codes that

would reflect the research participants' experiences and views of coaching and supervision. I felt more positive and started reading the codes and my memos again. I took another critical look at the data, and was excited to discover that another pattern was emerging. I realised that I needed to make sure that my “codes are well-sorted and well-structured” (Frieze, 2012: 122). I also used the interview guide to look for themes, a strategy mentioned by Frieze (2012).

- **Still analysing and Morocco**

By 29 May I was still analysing the data. Going through the interviews proved to be a slow process. I was really procrastinating big time. Sometimes I felt that I simply wanted to give it all up, and stop. I felt like I was working in a big black hole. Once again I felt unfocused. I had set aside the week to work on my analysis. I was determined to make some headway before I left for Morocco on that Friday. I was very excited by the thought of the coming trip, but I didn't want to become distracted by it. I also felt a little nervous as this would be the first overseas trip that I made on my own without the children in a long time. I was going with a group of women whom I didn't really know. However, I felt that I needed a break and some adventure in my life. With all the focus on my work and study, my entire existence felt dull and boring at times.

Getting back to my analysing of the data; it felt never-ending, but I realised that I had to persevere and keep at it.

The trip to Morocco was a welcome break. I returned feeling more energised. However, as I came back, I was sick with the flu for two weeks. This was the first time that I had the flu for quite a few years.



Photo 6.18: On holiday in Morocco

• Using Atlas.ti in coding

On 16 July I started using Atlas.ti. I began from the very beginning with the transcripts that I had already coded manually. It felt so easy. I could critically think about the coding, and then use the software to create the code. It was easy to rename things if needed or add multiple codes to the same paragraph. I could even change my mind, and unlink. I also felt confident because I had already emerged myself in the data by doing it manually. I felt that I was now returning to the data with another critical eye, and also that I was rechecking my thinking.

I really enjoyed using Atlas and in particular its memo facility. It allowed me to capture my thought processes, and to become organised for quick access. However, I was still going very slowly. I couldn't believe how much I was procrastinating. I tend to do this at times! At some point I felt more motivated, but this could be out of fear and concern that I hadn't done enough. People asked me how things went, and since nothing happened I was too embarrassed to answer and just smiled and mumbled something.

As I really wanted to finish my study and put it behind me I remained determined to pick up speed and run with it again. However, at this point my main concern was whether I would be able to produce a worthy piece of work. Picking it up and keeping going became my new mantra. Fortunately using Atlas paid off, and I was pleased.

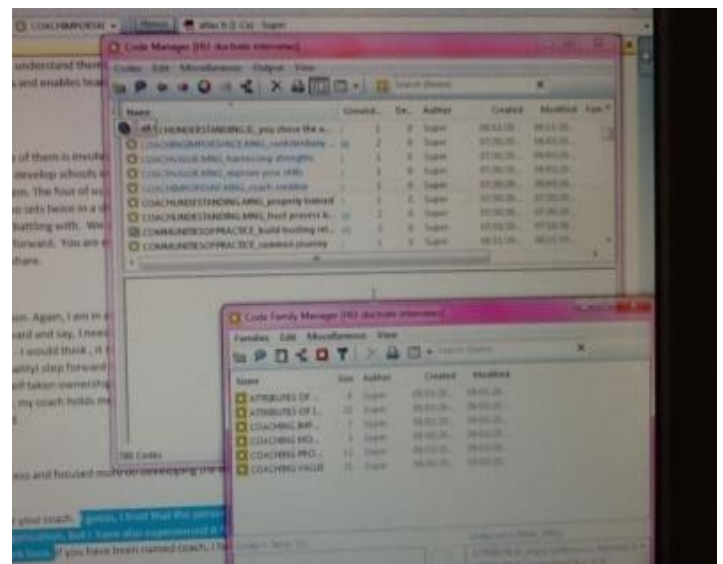
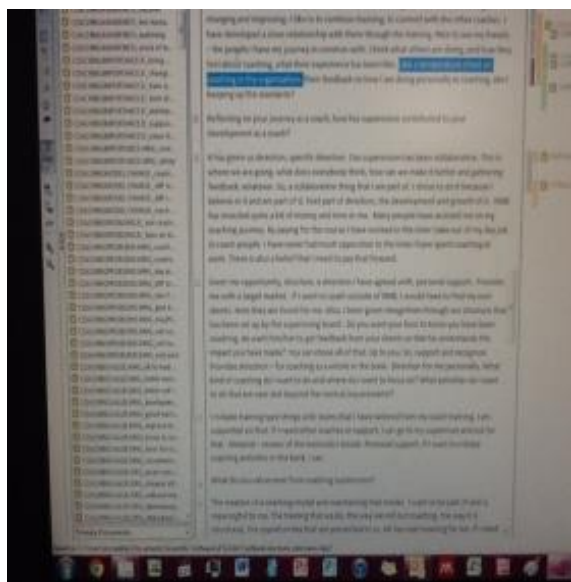


Photo 6.19: Doing open and axial coding and using Atlas.ti

I really enjoyed working on Atlas.ti. It was a good idea to first code manually, and to become immersed in the data, and then to use Atlas.ti afterwards. Using Atlas.ti I constantly compared my

manual coding with what I created with the aid of the software and vice versa. This allowed me to cross-check my thinking, and allowed for other ideas to emerge that I did not think about before. The list-of-codes feature of Atlas.ti was useful as it allowed me to print out the codes to see what was developing and what I had already used. The memo feature was great as it allowed me to jot down my ideas immediately, and to keep them organised and accessible. This would save me a lot of time later on.

The use of Atlas.ti gave me peace of mind. I knew that my thinking and hard work would not be lost, and that I would be able to retrieve my data whenever I wanted to. Also, the Atlas feature of renaming and unlinking codes was useful.

I learned to transfer the entire Atlas.ti project from my PC to my laptop so that I could work on it further outside of my office if I needed to.

After my first interview, I had 830 codes! It is amazing how many codes I created. I realised that I needed to go back to the literature to get a better understanding of constant comparison and to determine the next step according of grounded theory.

- **Help! I am drowning in codes**

"Help!" by the Beatles 1965

Help, I need somebody
Help, not just anybody
Help, you know I need someone, help

When I was younger (So much younger than) so much younger than today
(I never needed) I never needed anybody's help in any way
(Now) But now these days are gone (These days are gone), I'm not so self-assured
(I know I've found) Now I find I've changed my mind and opened up the doors

Help me if you can, I'm feeling down
And I do appreciate you being 'round
Help me get my feet back on the ground
Won't you please, please help me

(Now) And now my life has changed in oh so many ways
(My independence) My independence seems to vanish in the haze
(But) But every now (Every now and then) and then I feel so insecure
(I know that I) I know that I just need you like I've never done before

Help me if you can, I'm feeling down
And I do appreciate you being 'round
Help me get my feet back on the ground
Won't you please, please help me

When I was younger so much younger than today
I never needed anybody's help in any way
(But) But now these days are gone (These days are gone), I'm not so self-assured
(I know I've found) Now I find I've changed my mind and opened up the doors

Help me if you can, I'm feeling down
And I do appreciate you being round
Help me, get my feet back on the ground
Won't you please, please help me, help me, help me, ooh

On 3 September I had 790 codes! I painstakingly worked through them and devised a strategy for dealing with this large number. I was surprisingly feeling upbeat, and kept on reminding myself that whenever I felt overwhelmed I needed to take a break. However, I also felt that I needed to emerge myself in the analysis.

I had been quite antisocial, and I was continuously wearing my favourite old jersey that gave me comfort. My hair was in a mess, and I continuously got feedback from my elegant daughter on how

bad I looked. At the time I thought: "She is right. I am in post-coding phase. I wonder whether this has been better than the coding or even the transcribing phase. No, every phase was a challenge! In every phase I went underground, and became antisocial, both focusing and thinking. A sign saying: "Social scientist hard at work" should have been stuck to my door!" (3 September).

While I could previously do little bits of work every day I found that at this stage I needed longer blocks of time to focus and work. This made me feel more emerged in the process, and wanting to really concentrate on what I was doing.

I finished the open-coding phase on 25 September, and reduced the codes to 590 which seemed more manageable. Axial coding here I come!

- **Like an old married couple**

On 30 October, I spent the whole day with my professor. We met at USB at 09:00 and eventually parted at 16:45 when I needed to go home to take up my role of mom again. As we usually do, we spent the whole day sitting side by side, chatting, drinking coffee or tea and having something to eat. The only time, I left his side, was when I went for a toilet break. Our day-long discussion of the dissertation reminded me of an old married couple, bound by their commitment to each other, talking to one another with time becoming irrelevant.

I always enjoy these sessions, and always feel grateful for having a promoter who is so generous to spend time with me and share his knowledge of research, and especially, his many years of practical qualitative research and supervising master's and doctoral students applying it. We always talk about many things apart from research, such as the meaning of life, our children, his lifelong love for his wife, Evanthe, research, and so on. I often walk away after our sessions not knowing exactly what we talked about, but one thing I do know is that we never stopped talking. At the end of such a day, I also feel brain dead. However, once the dust had settled, I was more inspired and clearer on the way ahead.

This was the first time this year I saw my professor! All other communication this year consisted of e-mails, phone calls and Short Message Services (SMSs). I find that when we come together, something is co-created by our discussions and shared passion for research. On top of that, I suppose, both of us want to see that good work is produced. I'd rather go the extra mile for that. As I keep on telling him, I am going to do this only once in my life, and I want to make sure that it is good and something to be proud of.

In particular, we came to some useful decisions, and gained clarity about the way forward. We spoke about putting my findings together and presenting them to the participants as a member check.

I needed to keep my relationship with the participants open and alive, and therefore sent them e-mails to keep them updated. I should also reconsider involving subject experts at a later stage. I had already started putting all my research diary entries together. I had to sustain this in order to present an engaging research story. I also needed to study the various qualitative writing styles on evocative writing, including that of Ellis (2004) and others. It struck me that the research story should portray scholarly writing and not bare rumblings of a naive novice qualitative research!

We discussed grammar and editorial care of the dissertation at length, and agreed that I would obtain the services of one or more professional editors to ensure excellent English grammar and at the same time good engaging qualitative writing.



Photo 6.20: Prof Schurink and I at USB

- **Attending a PhD colloquium**

On Friday, 10 November, I attended a PhD colloquium. I have not attended any of these throughout the entire year, and decided that I should attend at least this one. I connected well with the other qualitative students. It was good to see everybody, and to chat about our journeys and the ups and downs we experienced. As has been pointed out doctoral research is often a very lonely path, and connecting with peers who understand the challenges of qualitative research normally encourages and energises one.



Photo 6.21: With Prof Schurink and some of his qualitative PhD students at the colloquium

- **Turning 50**

I had decided a long time ago that owing to the hectic time that I had during the past couple of years I was going to treat myself when I turned fifty. I would have an amazing party, go to India on holiday, and buy myself a car. Not necessarily in that order. The Indian trip was planned for April the next year! The car I would get in January.

During the build-up to my 50th birthday, I asked some of my friends who were already there, what it was like. The seemingly popular overall response was: “This is shitty, Michelle”. This was something about which I would have to make up my own mind!

I had a party planned for the previous Saturday. Its theme was “The Sixties” with a disc jockey (DJ), caterers and all the works. I invited all my friends, some of whom I have known since we were sweet sixteen! I felt like I had finally become of age. I told my friends that I was finally happy. I played all those curved balls that life had thrown at me, and my future was looking good. I considered this to be the end of an era, and the start of a new one. I did, however, feel a little nostalgic, as well.

We had two weeks of partying and celebrating in the build-up to the actual birthday, which was on Thursday, 28 November. We drank copious amounts of champagne and wine. So, not much work was being done on my study. I felt a bit guilty about this, but convinced myself that this was a once-in-a-lifetime event, and that I deserved to let my hair down for a while.



Photo 6.22: Drinking a toast on my 50th birthday

Being a few days into my fifties was not as scary as I had imagined.

6.3.6. Writing the research findings chapter

It was 11 December and I was stuck once again! I tried to focus on compiling my chapter on Findings, but was overwhelmed and felt as though I was stuck in one place. I felt quite desperate. In the hope of gaining more insight into presenting qualitative research findings I read Bloomberg and Volpe's (2012) *Completing Your Qualitative Dissertation* again.

I found myself regularly shouting at Saffron and Luke. I became really cross with both of them. I later realised that I was acting out of frustration with the situation that I found myself in. I later went to the gym in order to get rid of some of the frustration. I hadn't felt like this for a long time. I suppose a part of me just wanted to lie by the pool and sleep every day and be on holiday like many of my friends who left for the Christmas holidays. However, all was not doom and gloom, and I could take off two weeks later in the month over Christmas and New Year.

At this point I also had to sort out the administration regarding my work especially the demands at USB. I managed to do so, and was free to focus entirely on my study. I wanted to get my teeth into it and get out of the trap I found myself in. As planned, I would take off a couple of days the following week, but had to remain focused on this for the next two weeks.

- **Like giving birth ...**

On 15 December, after having spent the whole of the 14th glued to my desk I finally had a breakthrough. I was determined to make headway with the Findings chapter and managed to turn down a friend's invitation to accompany her to an art exhibition and afterwards have lunch. I dealt with the frustration of having to work while everybody was on holiday and having fun.

I created a table at the beginning of the chapter displaying the categories, axial coding and views and experiences of the research participants. This was intended to substantiate what they said. I then did axial coding, and looked for extracts by using Atlas.ti. I covered six pages on the previous day, and things were starting to make more sense. I was pleased since the thought of having to work during this time was making me feel sorry for myself.

At this point I phoned my professor and we had further discussions about the chapter. As usual the discussion with him was useful, and confirmed my understanding. It assured me that since I was focusing on grounded theory it was not necessary to display the categories according to research questions. I decided to work a few of hours longer, and then send what I had to him for his general comment.

- **The Findings chapter lingers on**

It was 4 February 2014 and I was still busy with the Findings chapter. It seemed to be taking forever and this after I initially thought it would be a walk in the park! By using Atlas.ti I found some cut-and-paste shortcuts when I copied and pasted quotes. It was a tedious task. I had worked on it the previous night, and at this point I was more than halfway. It felt like I was scrabbling through the data. As before, I had this overwhelming sense of shouting for help. I felt like I was drowning in this data. I didn't know what was going on, and I didn't know whether what I was doing was right. Again, I thought I couldn't carry on and was going to give up. Luckily something in me kicked in, and told me to stop worrying and to hang in there since the chapter would soon start to make sense.

"I understand why people don't finish. The study takes up a great deal of time and concentration, and feels like it is consuming one's very innards. The process is long, and there are no rewards along the way but only at the end. One really has to hang in there, even when all one's reserves are depleted" (Diary, 5 February).

- **Presenting at the doctoral colloquium**

I was going to do a presentation at the doctoral colloquium on Friday, 24 February. I had difficulty in putting it together. I was divided between catering for the USB professors and going very academic and focusing on the PhD students. I also thought about flavouring the presentation with personal stories and photos. I was as nervous as hell but having spent the previous day going through my slides with Prof Schurink was very useful. It did teach me how to introduce a particular slide, and what exactly I should say about it.

On the day of the presentation the room was packed. I couldn't believe it. This added to my nervousness. In addition, my boss from USB, who is supportive of my work, as well as some fellow qualitative students, came to attend. As students, we are very supportive of each other which I

really appreciated. After the tea break, it was my turn. I started off rather fast, and was mixing up my words as I normally do in such stressful situations. However, after a while I slowed down and became more relaxed. The presentation then flowed much better.

The feedback was that I needed to make the research setting clearer. I thought this was a fair comment. The general response was that everything was well-organised, and showed that I had applied my mind to how I was going to maintain quality qualitative research. Afterwards, I was chuffed with myself, and felt quite excited. Prof Schurink was also pleased, and we all had lunch together.

This was a big milestone for me. It helped me to consolidate my thinking and reflect on my PhD journey up to that stage. I had been busy with my research for nearly two years at that point, I struggled hard, and finally reached the writing-up phase. For the first time I could see the end and thought: "I can actually do this, and yes, most likely I will finish! Up to this point, there was so much doubt, and so much work to do but things are becoming clear now!" (Diary, 26 February).

At the time my Findings chapter consisted of 48 pages. Things were less chaotic and were making more sense. I was less panicky, and the lump in my stomach had gone. I pushed on...

- **Ready to throw in the towel!**

On 5 May I was reflecting on the past few days, and once again went into a complete spin, and said to myself: "I have had it with this \$&\$ PhD stuff!" A day or two later, as I reflected, I regained my sanity, and concluded: "Nothing out of the ordinary has happened!" This realisation made me feel quite embarrassed for a while.

A few days later I flew up to Pretoria to meet with a subject matter expert, and to receive critical feedback on my process and findings. Prof Schurink is really a methodologist, and the time had come for subjecting the work for critical peer review. The person who had originally been appointed second supervisor to oversee the subject matter was no longer available owing to a blunder by USB.

Prof Schurink arranged that we meet with the subject matter expert at his home, and very kindly invited me to stay over at Silver Lakes to save costs. I arrived at his house on Friday afternoon after having sat in a two-hour Johannesburg-style traffic jam. I had been to his house before, so it felt familiar.

We sat in the warm Pretoria sun, drinking tea in the garden and chatted about life in general. This was our way of connecting. At about 17:00 we started looking at my work. We discussed the Findings chapter that gave me so much grief. From our discussion it became clear that the sixty-page document that took me months to compile was rather rudimentary, and not quite where it

should be. I realised anew that thinking and the emergence of ideas take time. I came to this realisation on a number of occasions. Everything takes time and there is no quick solution in qualitative research. I knew all of this. I gave a big sigh and shook my head wishing that this weren't the case.

The subject matter expert came the next morning. At the outset I felt as if I knew nothing but as time progressed, we had a good discussion, exploring different perspectives. She suggested that I add theories to what I had. We all agreed that an additional two supervisors should be interviewed.

When she left, I felt overwhelmed by information and self-doubt. The professor suggested that I leave early for the airport, take a break and try to digest things. I left shortly afterwards and arrived early at the airport. In fact, I was four hours early for my flight! I decided not to sit around, but rather catch an earlier flight home. I got home at 17:00, and it was good to see Saffron. She had come home for the long weekend. She and her friend had made delicious vegetable soup. We sat down, had some soup and chatted about our different weekends. We spent the evening watching a silly movie but it was good to be home and back in my own bed.



Photo 6.23: Peer debriefing with Dr Aletta Odendaal, Silver Lakes, Pretoria

I got back from India the week before after spending three weeks there. I was sick with bronchitis and had a Delhi belly when I arrived back. This was not great and I spent the week recovering. India was a good break from my studies, and I had really jumped back into it with the immediate trip to Pretoria.



Photo 6.24: On holiday in India, Dhār masala

As it sometimes happens on a Sunday, I felt sorry for myself: Who cares about the suffering of a poor PhD student? The fact that nobody really did, made it even worse for me as this was really my own doing!

On further reflection, I concluded that I was being too touchy about criticism of my PhD. While realising that positive criticism was a necessity, I went into a tailspin, and started doubting myself. After a while I concluded: "Yes, there is something vulnerable about this process. I want to be seen as doing something good, and wish my work to be considered valuable. In fact, it is important that from time to time others (peers) take a look at your work. I mean, that is the very nature of PhD work! This is another valuable lesson for me" (Diary, 6 May).

- **Beginning to see the light**

It was 8 May 2014, and I was feeling much better about my progress. Taking a step back helped me, and I set aside the next couple of days to focus. I printed out various articles the subject matter expert had sent me, and revisited other books. I decided to take another look at the literature. I also realised that I had to take note of what was emerging from the data, try to structure my discussion better and present my discussion from a broad to a specific perspective. I also wanted to take another look at the coach supervision functions, and decide what was missing. Finally, I needed to decide whether it was necessary to consider adult learning theories as part of my literature review.

At this time a PhD student sent me an e-mail about a dilemma she was facing, and I was able to refer her to some valuable articles and gave her advice. I felt quite pleased with myself as I had these at my fingertips. I felt that I had matured as a qualitative researcher.

- **Keeping calm and carrying on**

It was 20 May, and I was still battling with the chapter on the findings. I was baffled by this. The previous day, I began to cut up and integrate my data differently, and tried to make sense of what it was telling me, and what I found. At the same time I was typing the previous week's interview transcript that I needed to add to my findings.

I looked at my conceptual framework, and studied the findings yet again. It became clear to me that I had not displayed them logically, and that more work was required. I read Bloomberg and Volpe's (2012) book again paying particular attention to their suggestions regarding the chapter on findings.

At this point I was overwhelmed and pressurised, and felt that I was running out of time. The more anxious I became, the less confidence I seemed to have. I didn't know what the hell I was doing and the only thing that was keeping me together was my little blue note book with the title *Keep Calm and Carry On!* To me this book was a survivor's guide to a PhD dissertation.

Apart from the battle with writing the chapter I was at a good place at this stage as far as my life and children were concerned. Saffron and Luke required little time and attention from me, and I was slowly getting through maintenance issues regarding my house, particularly related to waterproofing the roof. Also I had been working steadily and was earning enough to survive. Finally, my new relationship with Michael was going well, and I was pleasantly surprised how easily we had slotted into each other's lives.

I met Michael in August last year. Our relationship started slowly with coffee dates filled with lots of chatter, laughter and fun. The attraction was there right from the beginning, but understandable, I was cautious. As time went by, we became more romantically involved, much to the delight of our friends and the horror of my children. Mom was dating! Mom was dressing up and was no longer at home over some weekends too! However, they soon grew accustomed to the idea of a new man in my life and secretly were pleased. I could see it in their facial expressions, and could hear how they spoke about him.



Photo 6.25: Luke and Saffron – well and all grown up in 2014

- **The only good dissertation is a finished one!**

I completed two extra interviews, and it went better than I had expected. I was pleased that I could transcribe them quite quickly. I worked on them for about ten minutes a day, and this time I didn't use voice recognition software. On completion, I carefully compared the recording with what I had typed, corrected the errors, and sent them back to the participants for checking.

At this point I had reworked my Findings chapter, and I was gaining a better idea of the road ahead. I knew what my next chapter, which was the literature chapter, was going to look like, and where I had to confirm, support, contradict or where there was no literature. At last it all was making sense to me, and I felt part of the flow of things. I took time off work to really focus on my studies. This was a bit worrying to me as it meant no work no pay, but I had committed myself to finishing this year and this was the only way to achieve that.

At this time I chatted to another PhD student who told me that the only good dissertation is a finished one!

- **Extracting themes from the findings**

At the beginning of June I met again with Prof Schurink. I had manually added the codes from my last two interviews to my list of categories and subcategories. Themes were emerging, and I was ready to start writing. I was also refining the initial research questions. The sub-questions were derived from the findings. This was important because qualitative research is very much an

iterative process which requires you to examine the research questions continuously as they emerge since they also guide your research focus.



Photo 6.26: Discussions with Prof Schurink at a guest house in Bellville, September 2014

I finally managed to develop themes from my findings. I also updated and finished the chapter, including the vignettes, which filled some 52 pages. I was pleased that this was done. I cleaned up the document with the main categories. Things were making much more sense. I saw emerging research questions which I referenced back to my original questions. At this point I could see the beauty of this interactive process.

I was experiencing severe pain in my shoulder. I saw a physiotherapist who concluded that it was caused by sitting in front of the computer for long hours. I had indeed been working non-stop on my PC for the past three weeks.

At the time I became easily distracted as I was getting bored and tired, and could find any excuse to read e-mails or go on the web. I think it was because I was still struggling with my Findings chapter. It had been a stop-and-start process.

As I was coming to the end, I felt much happier, and as a result my productivity level increased in the race to finish the chapter. In a week, I would be going on a week-long course in writing skills at the main Stellenbosch campus. The timing was perfect as I had started writing. I couldn't believe it. I was actually writing! I never thought I would get here.

6.3.7. Starting to write

I started writing on 1 June by creating the dissertation template. One major insight that I gained from the course was that the main object in writing my dissertation was to be informative and

persuasive. To my mind, however, the most important writing tip that I took home from the course was developing a writing plan.

It was already mid-year. Where did the time go? I was panicking. I simply had to remain focused on writing, or else I was going to float around and overshoot my dates. From this point onwards focus became the watchword. As part of this I had to design a plan, and I was feeling quite excited.

- **Lost in the forest of life**

I left for Knysna together with Michael and Saffron on 11 July to participate in a marathon. One thing that was really great during 2014 was that I managed to keep up my fitness. I ran every morning with my friends, and thus was fit for the race.

The week before the race had not been so great. Luke had failed very badly in his mid-year exams. I was overwhelmed by this, and I could hardly believe it. I was in a state of total shock for a while. I could not believe my eyes when I read the results. At no stage did he inform me that he wasn't doing well or anything like that. This was a bolt of lightning out of the blue, and I was deeply worried. As a result I hadn't been able to focus on my study.

I was happy before I received this bad news. I had sent my findings to my professor, and had started to compile my dissertation by planning the respective chapters and setting up the contents page. He recommended that I focus on the methodology chapter and I began reading informative articles that were written in a good scholarly and engaging style.

However, at this point I felt lost, and I was overwhelmed by the news of Luke's not coping with his studies, and failing. I wrote in my diary: "God, I have been here before, and while I know that this is temporary, all these curved balls are really putting me to the test!" While I took time off work to try and finish my study at the end of 2014, at this point I had to deal with Luke's failing badly, and had to support him emotionally again. Also, my roof had been leaking badly again and now needed urgent attention.

- **Supervising internal coaches at an organisation**

As part of my work, I had started supervising internal coaches at an organisation that started implementing internal coaching. Therefore, this was a work in progress for them. I found the days I spent with the internal coaches fascinating. What I have learned from my study was very relevant to my work with them. As a result, I was able to inform and guide the coaches better. Afterwards, I would always reflect on my experiences and what I learned from these sessions as part of my development as a doctoral student and developing my knowledge overall.

On 13 June, it was the first session for the internal coaches after completing the course in which I had been involved with since March last year. The organisation was still in the process of developing methods and practices for the coaches. Again, at the end of the sessions I spent time reflecting on the day.

The following were some themes of the issues from the internal coaches that were raised by them and discussed. I found these to be very interesting. For example:

- The influence of the culture of the organisation on their coaching practice was mentioned.
- How they used their newly-acquired coaching skills to improve their management style. For example, one coach indicated that he used his skills in managing more effective management meetings.
- A lot of the internal coaches had developed personally from the course, and felt so much better as a result.
- Most of the coaches struggled with time management from their day jobs, and felt that there was not enough time to do much else. As a result, they spoke about the difficulties of meeting their own job demands, let alone coaching. I found it interesting that they had not yet started coaching in the organisation, coupled with the fact that coaching was voluntary.
- All the coaches felt that they needed a framework and guidelines on internal coaching as this would help them to maximize the benefit of the coaching initiative.
- It was common knowledge that it was important to determine the Return on Investment (ROI) from coaching from time to time, and then to present it to top management. This was closely linked to the culture of the organisation. The dilemma, however, was that not enough research was available, and knowledge of implementing this effectively was lacking.
- **It is raining outside and the world passes me by!**

It was August, and there had been lots of rain. Working on my dissertation resulted in my office turning into a complete mess. Piles of paper and files were scattered around. I had been totally submerged in writing, and felt that I was lost to this world. Nothing else mattered, and I only came up for air and food now and again.

My fridge contained hardly any food and I just got enough for my son and me to survive. He didn't complain, and was pretty easy to cook for. I felt like I was a student again, living in old track pants and looking a mess. It was only Michael's coming over on Friday night and my daughter's coming home for the weekend that made me realise that I needed to spruce myself up a bit, and get some decent food in the fridge! They were my only contact with the outside world this week.

I decided to clean my office, and made neat piles of all the papers on which I was working. I also cleaned the carpet. I received comments on my draft of Chapter 1 from Prof Schurink. I will take another look at it. I was also going to go back to the literature (articles and books) in order to prepare the literature review chapter.

As I was reading through the articles, and found something relevant that I might include in my writing, I stuck a post-it note to it, and highlighted some sentences.



Photo 6.27: My office, chaotic at times as the intensity of my study increased

My constant companion on the route of my doctorate journey was my dog, Roxy. Whenever I went into my office to write, she followed me, and would find a place on the carpet and slept. When I felt frustrated or were looking for an article I talked to her. As the life of a doctorate student is lonely, I really enjoyed her company, especially during the dark winter days and sometimes nights. I would put on the heater to warm the office, put out her basket, and covered her with a blanket whenever she was cold and shivering.



Photo 6.28: Roxy, my constant companion

- **Presentation to my colleagues in Durban**

A while ago Prof Schurink and I made the strategic decision to present my framework to colleagues at our annual get-together during which we were going to discuss coach supervision. Our discussions included trends in the field and sharing learning, experiences and ideas. We made this commitment of meeting annually for a couple of days some years ago. Five years ago we trained together in the field of coach supervision.

I had been working hard on developing my model, and flew to Durban on 12 September. Coming from Johannesburg and Cape Town nine of us arrived the night before at the airport from where we took a taxi to the house where we were staying. It was so good to see everyone. We chatted and laughed like the old friends we were. We went for supper and ate mountains of food and drank lots of wine. It was a special evening for me because working on my study had prevented me from coming the previous year.

I learned that as doctoral student it is important to open your work to the scrutiny of peers and other people. Even being criticised is not bad.



Photo 6.29: Presenting and discussing with my colleagues in Durban

- **Bread buttered on both sides**

On 6 October I had a discussion with Prof Schurink. I wanted to discuss my current situation in terms of the writing process and my experiences of it with him. The most burning issue that I wanted to put to him was how to present and convey the information to the reader in the best possible way. From the qualitative literature I read one needed to put the reader first and foremost. Will he or she understand me? What is the best way of sharing complex ideas and ensuring that reading it is enjoyable? This was not easy, and I found my chapter on Findings rather clumsy. While I was not proud of it, it was the first draft, and at this point I could start refining it; this was the nature of the qualitative process.

I was about to leave to run the Southern Cross Trail Run with Michael and friends. This was a three-day forest trail run in the Wilderness area. Even though it was a tough event, I was looking forward to it. Afterwards, we planned to go to Cape St Francis for a week's holiday. While it would be good to put some distance between me and my day-to-day life and studies I was going to work on 'the story behind the story' that needed to be included in the dissertation. This was *my* story, and I needed time to piece it together.



Photo 6.30: Caro and I at the Southern Cross three-day trail run

- **So far yet so close**

The first week of October was a disruptive week for writing. Saffron was home for the holidays, and needed my attention and more money! It was wonderful to have her home, and I was tempted and felt drawn to spending all this time with her, but I had pages to write. I was now working on my concluding chapter. I found it particularly difficult, and as a result returned to the literature to see what other scholars suggested. Still it was not easy. I didn't feel like I was getting any closer to the finishing line. I still had so much to do, and I felt quite panicky!

At this stage I also started to critically examine the written chapters. I took my literature review chapter to the writing lab at the University of Stellenbosch, and discussed it with a consultant by the name of Rose. We spent two hours on it. One question that really floored me was where my research voice was! It took me quite a while to understand what was meant by this.

I spent the rest of the week reviewing and updating the literature review chapter. Finally it was beginning to flow better, and my voice was coming to the fore. I also arranged a Skype session the following week for us to discuss it further. I was pleased that I had gone on the Skills Writing Course earlier in the year, as it proved to be most helpful at this point. I learned new skills that I could apply to my study and use with my master's students.

- **How the wheels of change turn!**

It was 18 October and I was sitting on my couch, looking through the lounge window at the butterflies in the garden. I had been up and working on my dissertation since 07:00. The house was quiet, and there was not a soul around. It was Saturday.

Michael asked me to marry him out of the blue, and I agreed! I have “fallen” in love! Suddenly I find myself at another level in another place! I am 50 years old but I feel like 15! I surprised myself with my immediate response of “yes!” He is an adventurous, loving and caring man with a great sense of humour. It feels so right. We are so similar in both our personalities and ways. It almost feels scary. He adds another dimension to my life, an important one that I didn’t know was missing. We decided not to tell anybody for a month at least, so that we could really discuss and think through the ramifications of such a life-changing decision. Love it was, but we also needed to be practical and realistic, even at our age!

"How have the winds of change blown over my life over the past five years! Who would have thought that this could ever happen! However, I was ready. I was even more determined to finish this doctorate now and to reap the benefits of such an arduous but rewarding journey" (Diary, 18 October).



Photo 6.31: Michael and I at Langebaan in Spring

I reworked my literature review chapter, and was ready to send it to the editor. "Wow, what an important step! My first chapter ready. I never thought I would get this far. I have been at it for months now; working on it day by day; developing and writing my dissertation. I was still working on the conclusion, my final chapter. In between I was busy with the literature chapter. I never thought this final chapter would be so hard to do and so time-consuming" (Diary, 20 October).

- **Meeting Prof Peter Hawkins**

I have been reading and admiring the work of Prof Peter Hawkins for a couple of years now. He is one of the pioneers of coaching and coach supervision. I enjoy his writing as he writes in a very pragmatic and engaging style. He also has a psychology and consultancy background. He has not been to SA in twenty years!

On 29 October Professor Peter Hawkins finally came to SA to present a course. I referenced Professor Hawkins a lot in the dissertation, and really respect him as a writer. The focus of the course was on developing a coaching culture, and included team coaching. I also had the opportunity to chat to him about my research. I attended his course, and it turned out to be a significant two-day adventure for me!

One of the questions that Professor Hawkins put to me during our discussion was whether I had discovered anything that was surprising at the conclusion of my thesis. I had no hesitation in answering that the influence of the organisational culture on the internal coaching process surprised me, and that this would need to be attended to in coach supervision. Initially I had not given much thought to this.



Photo 6.32: Professor Peter Hawkins and I at USB

- **Waiting for my results**

Receiving my results from the examiners took forever! I handed in my completed thesis at the end of March 2015. When, by the end of June, I had heard nothing I contacted USB to find out what was going on. I could hardly believe my ears when I was informed that the copies of my thesis had been “lost” for some months already at the main Stellenbosch University campus. Shortly after the copies were found they were finally sent off to the examiners. I was informed that I had to wait

another two months! I didn't know what to do. Should I scream or cry? I really wanted to get this over with, so I could get on with my life. It had been such a long time being a student and working on my studies. I wanted to close this chapter of my life. I felt stuck in a rut in this in-between state. I was tired. I couldn't move forward or backward until I got my feedback from the examiners. I felt even more anxious at this stage now and it was difficult for me to focus on my other work.

However, I decided to use the opportunity to write an article. This was something that I had wanted to do for some time, and such an article was also expected from USB, so why not now? It was very time-consuming and I found that it was not an easy task. This kind of writing requires a particular set of skills and it was something I had not done before. I first had to obtain a list of potential journals, and looked at what was expected in terms of the format. I then worked closely with a colleague for guidance.

It didn't help my frustration at all during this period of waiting. It certainly helped to pass the time but I was more interested in getting my results. That felt more important.

- **Finally news!**

Eventually, I decided to remain patient with this process of waiting. I simply had to make peace with the situation; otherwise I would have gone insane. My life had to continue. In the beginning of September, I went camping in the Richtersveld with Michael and friends. Due to the remoteness of the area, I had no cell phone contact. Before I left, I sent a message to Prof Schurink to inform him of the situation in case my results did come out. When I got back on the Sunday a week later, I sent him another message asking whether he had any news. He replied that indeed he had, and would let me know that evening! Understandably I was quite excited.

When the time came, I anxiously phoned. It was good news! All the examiners recommended that I be awarded the PHD, subject to certain corrections and further minor work on the thesis. I was pleased. That night, I cracked open a bottle of champagne – the first of many!

- **Compiling the quality report**

On 4 September Prof Schurink received a letter from the Vice-Dean: Research of the Faculty of Economic and Management Sciences requesting that I submit a detailed, written report in response to the comments, recommendations and concerns *of all the examiners*. This quality report would be made available to all the examiners during the oral examination process. Compiling the report took me longer than I expected. I had to carefully go through each comment or query that they had raised and respond to it. I did this with the assistance of Prof Schurink. The draft report was sent to him a number of times until both of us were satisfied with the end result. There were many queries and I had to think carefully what I wanted to say in response to these.

Initially, I felt that one or two were unnecessary, and I was confused to try and understand what the examiner wanted from me. However, the vast majority I felt was very relevant and would certainly add to the quality of my thesis. At the end, when it was done, I was quite proud of what I had put together. The exercise really made me take a critical look at my thesis again.

- **Viva voce**

After the report was completed and sent to the examiners on 11 October, I had to prepare for my oral defence. Now, I really felt nervous to face all the examiners and the other professors again! I still remembered my proposal defence and shuddered! I had two weeks to prepare. I was determined to do a good job. I carefully put together the slides that I was going to present and again requested input from Prof Schurink. I practiced the presentation at my desk or even driving the car, a number of times in the build-up to the day on 26 October. On that morning, my friends, family and colleagues sent me good luck messages. I was so pleased to receive these. They really understood the importance of this day for me, and how nervous I was. I think there are a number of very important days in everyone's life that you don't forget easily. These are defining moments such as the birth of a child. Today was one of them!

I arrived early and my friend Jill was going to be sitting in to support me. We had also arranged beforehand that she would be the timekeeper for my presentation.

All in all, the presentation went well. I was so pleased. The follow-up questions were reasonable and I was able to answer them with confidence. Afterwards, I was asked to leave the room whilst a decision was taken. I was so nervous! What if...? My doctorate colleagues Jill and Deon waited with me. They kept telling me that I had done a good job! However, I was not yet convinced until I heard the results from the chairperson! After what seemed ages, they called me back in. It was good news. I would graduate in December, subject to some final adjustments to be made to the satisfaction of the supervisor.

At the time, I couldn't take it all in. I think I was overwhelmed by the build-up to the day and stress of conducting the presentation. I remember feeling exhausted and in a state of shock afterwards as my colleagues and family congratulated me.

The next day, I met with Prof Schurink to discuss what I had to do and he assured me that I had passed. It only dawned on me then, that yes, it was true! I was graduating in December and I was soon to be called Dr Van Reenen!

6.4. FINAL REFLECTIONS

As I was reading through my research diary I was struck by what I had been thinking and doing at particular stages of the journey. I was pleased that I was able to capture the nuances of events and to maintain detail.

What struck me was the vast amount of work that I had done whilst it felt to me that I was not really doing anything. I suppose it is true that when you are in the middle of something you can't see the end. "I was always anxious about whether I was on the right track. Would my efforts ever lead to a desired end result? At times it didn't seem possible. I was treading warily on an unknown path. Intellectually, I had some idea of where I was going, but I still doubted myself. How on earth could this path lead to a doctorate? I suppose that I needed to put more trust into myself. I was fortunate in having selected a great professor to guide me. He was always very reassuring." (Diary, 5 December).

Overall, I have learned many things on this journey. One of the key things was that as a PhD student it was important to understand what was required of one since this developed one's understanding of "doctorateness". I refer to this as: "... how to embark on a doctoral journey with success". Conversations with others are crucial. This helps in allaying fears, and orientates you towards what you need to do when you become stuck. Every time that I have discussed a problem with my professor, a fellow student or a colleague, I have always walked away feeling richer. For myself, I wanted to make sure that I had considered something carefully before I tackled it. I didn't have lots of time as I was also working. A PhD is a huge undertaking, and I would have hated to have missed the purpose and focus of this owing to my ego, or being too proud to ask for help. However, this is just the start of my scholarly journey. Lots of exciting but daunting events wait around the next bend, like presenting at a local or international conference on my research work is an event I would love to participate in. I look forward to my career being Dr Van Reenen!

CHAPTER 7

PRECIS, IMPLICATIONS AND RECOMMENDATIONS

7.1. INTRODUCTION

Concluding a qualitative study is no easy task. “For many doctoral students, the conclusions chapter of their dissertation is possibly the most difficult to write” (Trafford & Leshem, 2008). They (Trafford and Leshem) suggested weaving the following into the text: reminding, telling, selling and leaving. In addition, Wolcott (2001: 123) said: “some alternatives to writing a formal Conclusion include Summaries, Recommendations and/or Implications, or a statement of Personal Reflections. Any one or a combination of these may satisfy the need for closure without going too far, losing your audience just as the final curtain descends”. In this chapter I use a combination of these suggestions.

First, I present the purpose of the study. Secondly, I provide a synopsis of the study. Thirdly, I offer the contributions and key implications of the study. Fourthly, I propose my own assessment of the study. Fifthly, I demarcate the study’s key shortcomings. Sixthly, I present recommendations that I believe merit both practitioners’ and scholars’ attention. Lastly, I share some personal reflections.

7.2. PURPOSE OF STUDY

I chose to study the topic of coach supervision since our scholarly knowledge of coaching supervision is outpaced by developments regarding its practice in the race to claim supervision as the most effective approach for continuous professional development. As more coaches are starting to engage with coach supervision and see its benefits to their practice, so too are they becoming aware of the differences between therapeutic trained supervisors and coach supervisors, and increasingly express their desire for trained coach supervisors with more relevant coach supervision knowledge (Passmore & McGoldrick, 2009). For coach supervision to be accepted as viable and relevant to the coaching community, it will have to be demonstrated that supervision in coaching is different to supervision found in therapeutic disciplines. Therefore, the research sought to elucidate the role and purpose of coach supervision within an internal coaching context of an organisation through exploring the views and experiences of internal coaches, coach supervisors, and managers.

7.3. SUMMARY

In **Chapter 1**, I contextualised the study by highlighting the importance of coach supervision in the internal coaching context within organisations, explained my interest in the topic and set out the study’s research problem, aim and questions. In an attempt to shed light on the problem, my research questions were:

- What are internal coaches’, coach supervisors’ and managers’ views and experiences of the role and nature of coaching supervision of internal coaches within an organisation?

- Which theoretical concepts can be inferred from relevant study fields that can be used to illuminate the role and nature of coaching supervision of internal coaches within an organisation?
- How can we as scholars develop a conceptual framework for coaching supervision of internal coaches within an organisation?

In answering these questions and at the same time making a contribution to the emerging knowledge on coaching supervision, I formulated the following broad study aim:

To describe the views and experiences of internal coaches, managers and supervisors of a South African organisation with regards to coach supervision and to develop a conceptual framework for coach supervision.

More specifically, I set the following objectives for the study:

- To develop a qualitative research approach to explore and describe the views and experiences of internal coaches, managers and supervisors.
- To study the work of prominent scholars in relevant study fields in order to infer theoretical constructs and key research findings with which the internal coaches', managers' and supervisors' experiences and viewpoints regarding coach supervision can be understood.
- To develop a conceptual framework of coach supervision by integrating the everyday experiences and viewpoints of the internal coaches, managers and supervisors with relevant scholarly concepts.

In **Chapter 2**, I presented my research methodology, namely qualitative research. More specifically, I discussed my research philosophy (ontology and epistemology) and scientific beliefs (the role and place of theory and literature and my position on research ethics). I described the key decisions that I had taken as I planned and executed the study. I concluded with the strategies that I had employed to ensure quality research.

In **Chapter 3**, I introduced the organisational context where I had conducted the research, presented profiles of the 13 research participants, and excerpts from the interviews I had conducted with them. Hereafter I outlined how I had applied grounded theory to make sense of the rich data I had obtained from them, and presented the findings emerging from the open, axial and selective coding phases. I identified the resultant concepts, categories and themes with the aid of Atlas.ti.

Using the eleven core themes (the outcome from selective coding) in **Chapter 4**, I examined theoretical concepts and empirical findings available on coach supervision. More specifically, I

derived the following six themes that were key to the study: coach supervision, internal coaching, communities of practice theory, systems theory, coaching culture and ethical considerations.

In **Chapter 5**, I offered the SYSTEMIC coach supervision model that came about as a result of applying Mouton and Marais' (1990) analytical "tools", as well as Schütz's (1962) first-order and second-order constructs typology. I also offered feedback that I had received after a peer debriefing session held with colleagues as well as the changes I had made to the model. Finally, I included feedback that I had received on a draft of the chapter.

In line with contemporary qualitative practice, I presented a more personal account of my research, displaying elements of confessional tales and autoethnography in **Chapter 6**. In this behind-the-scenes narrative of my research journey or internal audit of the research, I shared details of particular research activity decisions I had taken, my experiences and feelings of qualitative research, as well as the dilemmas I had of being a working mother, and some personal difficulties I had faced.

7.4. KEY FINDINGS

The general findings with reference to 11 constructs are:

- The organisation, internal coaches and managers derived value from internal coaching.
- Confidentiality, safety and credibility are important considerations for internal coaching efficiency.
- Communities of practice are valuable for internal coaches but are not self-organising.
- Issues that need to be addressed for long-term success include coaching versus mentoring; measuring and communicating the value of coaching; and reward and recognition for internal coaches.
- It is necessary to develop awareness and strategies to better manage ethical dilemmas within coach supervision for internal coaches.
- Important contracts (both formally and informally) need to be identified and put in place within the coach supervision system.
- The role and purpose of coach supervision must be clear from the start.
- There are unique functions of coach supervision of internal coaches within the organisation.
- There are factors in the organisation that both discourage and promote coach supervision.

- Internal or external placement of the coach supervision role in relationship to the organisation is uncertain as to which is more favourable.
- Organisational culture can both support or hinder internal coaching and coach supervision.

We now briefly look at key discoveries.

7.5. KEY DISCOVERIES

I made a number of discoveries and gained important insights about coach supervision and qualitative research.

7.5.1. Coach supervision and internal coaches

- **Group coach supervision**

The organisation offers group supervision called “benchmarking”. Its focus is to monitor the development of coaching skills against set criteria which are assessed by an external assessor. Coaches are coached in triads, that is, one person coaches, another is the client, and the remaining person is an observer, who silently observes the coaching session. Most of the coaches I interviewed felt that they learn the most during this process since they receive feedback on their coaching skills immediately.

- **Attendance at coach supervision sessions**

From the research it is clear that only a small core group of the internal coaches attended coach supervision regularly. While coach supervision did not require compulsory participation at the benchmarking session as previously mentioned, a minimum number of sessions (four out of ten sessions) was required for annual coach accreditation with an external coaching company. It is important that coach supervision be compulsory and sessions be attended regularly as this demonstrates commitment towards developing as an internal coach. This commitment should be agreed to by the internal coach and the coach supervisor, and by the internal coach and the organisation during the contracting phase.

- **Better preparedness for coach supervision sessions by the internal coach**

A few internal coaches wanted to know how they should prepare for the coach supervision sessions in order to obtain maximum benefit. To my mind, this demonstrates a lack of understanding and awareness of supervision and how best to benefit from it. It would be particularly useful for the internal coach to know this, especially with regard to presenting client cases which constitute an important part of coach supervision. Furthermore, they will be more empowered and involved with their own learning and development as they can request different

coach supervision models or practices. This is very relevant as better learning partnerships will be created between the internal coach and the supervisor as a result thereof, and because ultimately the focus of coach supervision is on learning (Carroll & Gilbert, 2005). Otherwise, every activity that the coach supervisor does constitutes sound supervision for the naive internal coach.

- **Attributes of internal coaches**

One of the findings related to key attributes of internal coaches. These were: enjoy continuous learning; understand the business; be credible and have integrity; perform well in the organisation; have respect and be seen as being trustworthy; be open to receive feedback; maintain a good level of self-awareness; and uphold the leadership style, principles and values of the organisation.

- **Competencies of coach supervisors**

One of the pictures that started to emerge from the research was the abilities or capabilities of a coach supervisor which the research participants offered. These included: knowledge of adult learning and development principles; broad psychology literacy; good listening skills; understanding of systems and complexity theories for a systemic approach; a high level of self-awareness such as the ability to manage one's own personal triggers; and knowledge of coach professional standards and ethics.

- **Internal coaches that no longer coach**

I discovered that within the organisation, of the 33 internal coaches that had been trained (18 people in March 2010 and 15 in May 2012) only 22 are still coaching (63% retention), including the internal coach supervisor. It was unclear as to why these internal coaches were not coaching and whether the loss of 37 percent is reasonable and to be expected for trained internal coaches within an organisation. On further discussion with the internal supervisor (3 December 2014), it transpired that of these 11 coaches not coaching, nine had left the organisation and two had remained in the organisation but were not coaching. Reasons for the internal coaches leaving the organisation were not clear or understood. This reveals some insight into the organisation's internal coaching and the difficulty to maintain experienced and trained internal coaches.

7.5.2. Qualitative research

- **Applying iPad and Dragan Naturally Speaking**

I found the iPad an incredibly valuable research tool. Its *Notability* application feature was particularly useful as it enabled me to set up a structure upfront to capture the various decisions I took during the research process, including information for my field notes, my reflections on my

possible biasedness, my notes after discussions with my promoter, as well as information I needed to compile my research diary.

Most importantly, the iPad was practical since I could take all the data and my writing with me everywhere I went. While I was anxious about losing the iPad and subsequently all my information I removed the interview recordings as I concluded an interview. In addition, I ensured that everything was automatically backed up to a Dropbox folder and onto my computer for safe keeping.

- **Research diary**

Keeping the research diary allowed me to consolidate my thinking and track my learning. It enabled me to capture the events and the key decisions I took during research study which otherwise would not have been possible. In addition, reviewing and reflecting on these allowed for deeper awareness of myself as research instrument.

7.6. CONTRIBUTIONS OF THE STUDY

The study contributed to theory and practice to which I now turn.

- **Theoretical contributions**

The studies completed by South African scholars on coach supervision for internal coaches are limited. In addition, those that do exist are more focused on external coaches and their experiences of coaching. While this study did not seek a final answer, it strove towards extending the current knowledge base (Remenyi, 2013). More specifically, the SYSTEMIC coach supervision model resulting from integrating the supervisors', managers' and internal coaches' everyday, or first order constructs, with relevant scholarly, or second order constructs of coach supervision, internal coaching, communities of practice, systems theory and ethical considerations contributed to the field of coach supervision specifically, and to internal coaching in general.

The SYSTEMIC coach supervision model recognises and supports the important role that coach supervision has to offer in the overall professional development of an internal coach and thus enhances the credibility and efficacy of the coaching field in general. In terms of the workplace, it recognises the need for both policies and practices to be established within the organisation in order to achieve this.

- **Practical contributions**

There is a lack of understanding of the full potential of the internal coaching process for organisations. Coach supervision allows the internal coaches' work to be openly scrutinised by an

expert in the field, which provides quality assurance to the organisation on the efficiency of its internal coaching practice. This, in turn, allows for a better understanding thereof. As Hawkins and Schwenk (2006: 17) warned: “If you don’t provide supervision for internal coaches...the sustainability and return on investment of your coaching initiative is in jeopardy”.

The on-going professional development of coaches through coach supervision within communities of practice should also improve the credibility of the internal coaching process and facilitate better management of related ethical dilemmas. In addition, the harvesting of relevant themes, learning and ideas should also led to greater collaboration and alignment of strategic goals associated with people management and of relations between internal coaches and managers. Following a systemic approach allows for the recognition of the wider environment, such as an organisation’s culture and the role of coach supervision towards developing a coaching culture. Ideally, coach supervision should be seen as a forum for co-created thinking with new learning established for clients, the coach, the coach supervisor, and consequently, the profession as a whole (Hawkins, 2010).

Overall, the SYSTEMIC coach supervision model offers steps and guidelines which the organisation could use to improve the internal coaching practice and to ensure the existence of coach supervision in the organisation. This is important since in addition to the limited knowledge base of coach supervision there is a lack of practice of coach supervision amongst internal coaches.

Academically, it allows for higher learning intuitions that provide coach training to better educate their students on the role of coach supervision and the complexity of the internal coaching context. In addition, this study can be seen as a starting point towards future research by these students in this field.

Finally, the model provides the broader coaching community such as coaches and COMENSA with some insight into the practice and systemic issues of internal coach supervision.

7.7. ASSESSING THE STUDY

As I pointed out already with validity of qualitative research being a contentious issue Tracy (2010) is correct in stating that no generally agreed criteria for quality or good research exists today²⁶. Nevertheless, it has become practice in contemporary qualitative research that the researcher offers a self-assessment of her or his study’s quality. Using Lincoln and Guba’s (1985) four criteria for case studies I next, offer mine.

²⁶ See Chapter 2.

- **Credibility**

Credibility is one of the most important criteria to demonstrate trustworthy or good research (Schurink, 2009). I spent sufficient time in the organisation that served as research setting. I had at least two rounds of interviews with the research participants and took time to reflect and write up my field notes after each interview.

I applied triangulation (Banister *et al.*, 1994), that is, I used data captured in my audiotaped interviews with the participants, the insights I had obtained during participant observations, and the unsolicited documents I had obtained from the organisation. In addition, I obtained data from essays I solicited from the internal coaches on their experiences of coach supervision, and in particular with regard to managing ethical dilemmas.

In addition, the study reflected **multivocality**, that is, using multiple and varied voices which demonstrates credibility (Tracy, 2010). I interviewed coach supervisors, managers and internal coaches who provided me with multiple viewpoints found in the organisation.

I also applied **reflexivity**, that is, the process during which we as researchers try to understand ourselves better. This is sometimes referred to as thinking upon our own thinking (Johnson & Duberley, 2003). Since the researcher is the primary instrument during the research (Watt, 2007) the importance of this tool cannot be overemphasised. As I have already pointed out, I kept a research diary in which I intermittently reflected on my feelings and thinking during the course of the research.

I sent interview transcripts to the research participants to verify, and asked them to add any additional experiences and views they subsequently might have had²⁷. These **member checks** allowed for greater credibility and accurate interpretation of data (Babbie & Mouton, 2010).

As suggested by Babbie and Mouton (2010), amongst others, I also used **peer debriefing**. I noted the comments and views of my promoter during the course of the study, and used a few interested scholars, and doctoral colleagues I had a good relationship with to comment on my data gathering and the processes I used. Particularly important here was that I presented the SYSTEMIC coach supervision model to eight of my professional coach supervision colleagues on 8 September 2014.

Finally, my application of grounded theory and in particular using the open, axial and selective coding stages demonstrated rigour and structure. Also, applying Atlas.ti illustrated that the data was ordered systematically.

²⁷ See Appendix G.

- **Transferability**

Lincoln and Guba (1989) suggested the following strategies for transferability, namely thick descriptions of the data and purposive sampling. During the data collection and analysis phases, I applied purposive sampling in selecting a setting which had a coaching programme as well as participants who had experience of coaching supervision in the organisation

- **Dependability and confirmability**

A detailed audit trail that is properly managed can be used to simultaneously prove dependability and confirmability (Lincoln & Guba, 1989; Babbie & Mouton, 2010). My internal audit trail was made up of field notes and a research diary. I also took screenshots of Atlas.ti from time to time, to verify and document the developing codes from the interviews. In addition, I printed and filed the developing codes on the code list from Atlas.ti from time to time. As per Labuschagne (2014), I applied the following to ensure ethical standards and integrity: i) I fully reported my research findings; ii) I took care not to misinterpret the research or change the data in any way; iii) I ensured that I adhered to the USB ethical research code; iv) I kept the raw research data in a safe place which will be available for at least five years for scrutiny if required; and v) I acknowledged all the resources I used.

Along with Naidoo (2013), I also reviewed the four criteria for qualitative case studies as recommended by Lincoln and Guba (1989), namely Resonance, Rhetoric, Empowerment and Applicability.

- **Resonance:** This refers to the basic fit between the research report and the beliefs and values of the researcher. Engaging with reflexivity is also included here.
- **Rhetoric:** This refers to the assessment of the presentation, form, structure of the case study. In particular, the case study should be well organised, advance some central idea, and reflect unity, simplicity and craftsmanship. In addition, it needs to display emotional and intellectual commitment.
- **Empowerment:** This refers to raising the awareness of the reader through ensuring that the report is fair, actionable and educative.
- **Applicability:** This refers to the extent that the reader is able to transfer his insights and understanding from the case study to his own environment.

Finally, I applied measures of quality as outlined by Tracy (2010). These are:

- **Sincerity:** This refers to where the researcher applied to reflexivity regarding his or her personal values, biases and other inclinations. In particular, this is when the research is

marked by honesty and transparency. For example, displaying transparency about the methods used and challenges that occurred along the way²⁸.

- **Ethical:** This includes the procedural ethics and exiting ethics (leaving the scene and sharing the research). I received ethical clearance before commencement of the study and followed USB's ethical guidelines. In addition, I presented my findings to my colleagues in my profession as well as to the research participants.
- **Worthy topic:** That is, that the topic is timely, significant and interesting. I outlined the relevancy of coach supervision.

7.8. LIMITATIONS

"Regardless of how carefully you plan a study, there are always some limitations, and you need to explicitly acknowledge these. ...In most instances, you can control for limitations by acknowledging them. Limitations arise from, among other things, restricted sample size, sample selection, reliance on certain techniques for gathering data, and issues of researcher bias and participant reactivity...Stating the limitations also reminds the reader that your study is situated with a specific context, and the reader can make decisions about its usefulness for other settings" (Bloomberg & Volpe, 2008: 79).

There are five obvious shortcomings in the present research which I turned to next.

- **Researcher bias and subjectivity**

Arguably the most challenging of any qualitative research lies with the researcher being the research instrument (Bloomberg & Volpe, 2012). While I continuously applied reflexivity I can of course not claim that I neutralised all possible effects my personal views and particularly my experience as coach supervisor might have had on the research.

- **Selecting a single organisation**

While a single unit or social setting is normally selected in qualitative studies my reviewers and myself felt at least two organisations should have been included in the study to verify both the research findings and the model. However, this was not feasible as at the time of the study no other local organisation employing both coach supervision and internal coaching existed. Therefore as I pointed out, the model entails at best a first building block that should be subjected to further study.

²⁸ See Chapter 6.

- **The generalisability challenge**

"By its very nature, qualitative research is particularistic. Understanding the nuances and patterns of social behaviour only results from studying specific situations and people, complemented by attending carefully to specific contextual conditions. The particularistic feature makes it difficult to consider how the findings from qualitative studies can be generalized to some broader set of conditions-beyond those in the immediate study" (Yin, 2011: 98).

Selecting a representative sample of respondents and then "extrapolate(ing) the findings to the original universe of respondents" (Yin, 2011: 99) must arguably rate amongst the key requirements for quantitative research and specifically the social survey. This point of departure is widely held in the social research community. Therefore, not surprisingly, studies in which researchers are able to demonstrate that the findings and conclusions of their research projects can be "generalised" to situations in other studies, derive greater value. "The more that research of any kind is generalizable in this fashion, the more that the research may be valued" (Yin, 2011: 99). This also applies to this single case study."...(E)ven scholars who only do qualitative research continually think along these lines, asking themselves how the results from their (often single) site can be generalized to experiences at other sites, as if their site(s) represent some sample of a presumed population of sites" (Yin, 2011: 99).

For qualitative researchers this "generalisation ideal" poses a dilemma. Tracy (2013:229-231) writes: "most qualitative researchers would agree that contextualized knowledge, by definition, cannot generalize to other (quite different) scenes in the future". Yin (2011: 99) agrees:"No small number of data collection units, much less a single unit, can adequately represent the larger population of units, even when the larger population can be defined".

While how to actually generalise from qualitative research remains a question, I believe as Tracy indicates (2013:205), that by utilising transferability we should strive to establish "connections between the findings presented in one study and those of other works". In the words of Bloomberg and Volpe (2008, p. 78): "it is... about how well the study has made it possible for the reader to decide whether similar processes will be at work in their own settings and communities by understanding in depth how they occur at the research site".

- **Getting lost during grounded theory coding**

Even though the main advantage of applying grounded theory is the systematic detail analysis of the data, this resulted in me, getting overwhelmed at the coding level. Meyers (2013: 110) describes this disadvantage of grounded theory as follows:

“The attention to word and sentence-level coding naturally focuses the mind on the detail. Younger, more inexperienced researchers in particular tend to find it difficult to rise above detail. This means that it can be difficult to ‘scale up’ to larger concepts or themes: it can be difficult to see the bigger picture. The net result is often the generation of what I would call lower level theories”.

While the usage of Atlas.ti assisted me greatly during the various coding phases, I can’t claim having overcome this challenge completely.

- **The challenge as when to review the literature**

I used both the ignorance is bliss school (“after” approach) and understanding the literature on the research topic before data collection (“before” approach). First, in compiling the research proposal I conducted a preliminary review of the literature on coach supervision and related fields, and second, after having restrained myself from a comprehensive review of the literature prior to the fieldwork, and having remained open to the research participants' everyday experiences and perspectives or first order concepts during the interviews, I turned to the relevant literature, that is, scholars' abstract or second order concepts.

My reviewers correctly found that critical reflection on certain important approaches, models and frameworks was missing in my work. This resulted in my revisiting the place of reviewing the literature in qualitative studies. It became clear to me that qualitative researchers embarking upon a study need to demonstrate whatever knowledge exists on their research topic. As Yin (2011: 62) puts it: “In short, researchers starting a new qualitative study these days probably have little justification for not receiving the literature prior to starting their studies”.

Having extracted scholarly views and existing research with regard to the constructs including supervision types, and having reviewed coaching and supervision related aspects in the field of coaching psychology, it is clear that these abstract concepts can further illuminate coach supervision for internal coaches within local organisations, as well as refine the SYSTEMIC coach supervision model.

7.9. RECOMENDATIONS

This research barely scratched the surface of the emerging coach supervision field and while it has laid a first building block much more empirical work is necessary. While many areas need to be covered, I believe that at this stage the following are particularly important for local scholarship:

- The heuristic framework SYSTEMIC coach supervision model needs be scrutinised by more empirical research in other organisations both locally and abroad.

- The particular coach supervision processes and practices deriving maximum learning and development benefit for internal coaches must be established.
- The extent and nature of coach supervision that is valuable to internal coaches in managing ethical dilemmas must be determined and particular techniques and strategies which they can apply to manage their ethical dilemmas should be established.
- It is important to determine what internal coaches value the most from coach supervision and why.
- It is also necessary to establish how coach supervision contributes to the development of the internal coach.
- How the organisation can better support coach supervision must be established.
- It is essential to identify how the organisational culture influences internal coaching and coach supervision, as well as what lessons are to be learnt.
- It is particularly important when designing effective group supervision processes to include those that maximise the learning of coaches. For example, processes where the coaches receive immediate feedback after demonstrating their coaching skills.
- The key attributes of competent internal coaches must be identified and used in the selection of internal coaches.
- The key competencies of a coach supervisor must be identified and considered when appointing a prospective coach supervisor. These can be further used in developing a coach supervision training course.
- It is important to identify the intervention strategies used by coach supervisors for internal coaches and then to assess how effective.
- Why do internal coaches resist attending supervision and what can be done to support them should be explored.
- Why do internal coaches stop coaching or leave the organisation after a while? What can be done to ensure a better retention of internal coaches is another worthy topic.

The company where the study was conducted

- More consideration needs to be given to the design and purpose of the current supervision approach particularly towards the creation of communities of practice and allowing for maximum learning of internal coaches.

- There needs to be a critical evaluation of the required coaching and coach supervision contracts, both formally and informally.
- An ethical code, including a code of conduct for internal coaches, needs to be established and implemented.
- Presentations on coach supervision, as well as similarities and differences between coaching and mentoring, need to be conducted for interested parties.
- The role and purpose of coach supervision must be clearly defined and communicated to relevant people within the organisation.
- Processes need to be put in place so that the learning and new agreements extracted from the coach supervision sessions can be used to continuously update internal coaching policies and practices, as well as for effective sharing amongst the internal coaches.
- Factors that hinder coach supervision within the organisation should be identified and strategies to better address them should be developed.

7.10. SOME FINAL REFLECTIONS

- **Personal and professional growth**

This doctoral study has had a profound impact on both my professional and personal growth. Like motherhood, nothing quite prepared me for this journey and the sacrifices I had to make along the way. In keeping with my personality, I threw my heart and soul into this, quietly sitting out the lows and riding the highs. I developed more confidence in myself as to what and who I am both personally and as researcher. Maintaining a research diary, amongst other things, benefited me greatly; it was at times “therapy in action” as reflections led to new insights of myself. The difference between my journey as a master level student and this one is that they are miles apart in terms of experiences I had and skills I attained.

As I spent so much time immersing myself in the subject matter, I improved my knowledge of coaching substantially, which has significantly improved my coach supervision practice, as well as my supervision of students doing research at Stellenbosch University Business School.

- **Maintaining balance**

Trying to balance personal life, family life, work life and health is not easy. This is the quandary of a mature part-time PhD student at a business school and higher education institution. This journey provided me with valuable lessons in this regard. Also, I found that fixed to my computer for many hours while sitting in an unhealthy sedentary position is not only unhealthy but also unproductive. I learnt that making place for regular exercise (such as running with my friends in the mornings)

helps one to focus and to alleviate frustration and stress. Running on the mountains on my own was where some of my best thinking occurred!

- **Never ending learning**

Learning, growing and developing has become a way of life for me. It doesn't stop with completing this doctoral study. Having completed this exciting and both frustrating and rewarding journey has provided me with another layer allowing me to better understand myself and my world of work. More importantly, I would like to see my achievement as an encouragement to others; I believe a qualitative doctoral journey is well suited to ordinary people who wish to make a contribution to their world and leave it in a better place than they found it.

Lastly, I leave with a quote by Albert Szent-Györgyi, Nobel Prize winner in medicine (1937), who said: "Research is to see what everybody else has seen and to think what nobody else has thought".

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Appendix A:

The primary foci of supervision

Main categories of focus	Function category
To provide a regular space for the supervisees to reflect upon the content and process of their work.	Developmental
To develop understanding and skills within the work	Developmental
To receive information and another perspective concerning one's own work	Developmental/resourcing
To receive content and process feedback	Developmental/resourcing supportive
To be validated and supported both as a person and as a worker	Resourcing
To ensure that as a person and as a worker one is not left to carry, unnecessarily, difficulties, problems and projections alone.	Resourcing
To have space to explore and express personal distress, re-stimulation, transference or counter-transference that may be brought up by the work	Qualitative/resourcing
To plan and utilise their personal and professional resources better	Qualitative/resourcing
To be pro-active rather than re-active	Qualitative/resourcing
To ensure quality of work	Qualitative

Source: Hawkins and Smith, 2006: 152-153.

Appendix B:

Interview schedule for coaches and managers

Background – setting the scene

Remind them about study and their involvement

Carefully discuss the consent form, highlighting confidentiality.

Tape the conversation.

Discuss the importance that they should feel free to share their ideas with me and what could possibly prevent this. I want to get a truthful picture as possible.

Knowing that the supervisor knows that I am interviewing them, is this a problem for them?

Member checking phase, highlight and discuss the purpose which is to check with them what will be in dissertation.

I regard them as expert

I want to hear from their world, their views.

I shall start by exploring their upbringing as this has a bearing on their world view.

Before I carry on, any questions?

It is difficult to say how long we will take, but If not completed, can I phone you at a later stage.

Starting the interview

As a starting point, can you talk a bit about yourself and your upbringing as a way of understanding more about you?

What is your understanding of supervision?

What are your experiences of coach supervision?

When do you first start attending supervision and how often?

Why do you attend supervision?

As a coach, reflecting on your journey, how has supervision contributed to your development as a coach?

How do you manage ethical dilemmas?

How has coach supervision helped you with this?

What factors in organisation promote/discourage supervision?

Reflecting on your current supervision process in your organisation, what works and what doesn't?

Describe the ideal supervision process for internal coaches.

What do you value most from coach supervision?

What do you find difficult in the supervision process?

Which of the activities designed for internal coaches contributes most to your development as a coach? How supervision is compared to it?

What is missing for you in the supervision process?

Is coach supervision well understood amongst managers?

What is your view on the role position of the supervisor: internal versus external?

Appendix C:

Interview schedule for supervisors

Background – setting the scene

Remind them about study and their involvement

Discuss the importance of that she should feel free to share her ideas with me and what could possibly prevent this.

I want to get a truthful picture as possible. Knowing that the supervisor knows that I am interviewing the caches, could this pose a problem?

Member checking phase – to check with them what will be in dissertation.

Regard them as expert

Want to hear from their world, their view.

Begin to explore, their upbringing as has a bearing on their world view.

Before I carry on, any questions?

Difficult to say how long we will take, but If not completed, can I phone you at a later stage.

Starting the interview

As a starting point, can you talk a bit about yourself and your upbringing as a way of understanding more about you?

What is your understanding of supervision?

How did you become a supervisor?

What supervision models to you use?

What type of supervision do you offer – group or individual or both?

Can you describe the process in detail?

How did you arrive at this design of the process?

Reflecting on your current supervision process in your organisation, what works and what doesn't?

Describe the ideal supervision process for internal coaches.

In your view which of the activities designed for internal coaches contributes most to their development as coaches? How supervision is compared to it?

When you have difficult situations in supervising internal coaches how do you deal with these?

Could you give an example?

Is coach supervision well understood amongst managers?

What is your view on the role position of the supervisor: internal versus external?

What factors in organisation promote/discourage supervision?

How do you harvest the themes/ideas from supervision and formally give these to management for further discussion?

Does management recognise the role and value of supervision? How?

Appendix D:

Informed Consent Agreement

This agreement serves to confirm that the research subject (participant) mentioned below gave her/his consent to participate in a qualitative process study titled, **Towards a Conceptual Framework of Coach Supervision for Internal Coaches within Organisations**. The research participant agrees to provide the researcher with his/her experiences and views of the area of research to the best of his/her ability.

The undersigned participant understands the purpose and nature of this study and understands that her/his participation is voluntary and that s/he may stop the interview/compiling solicited essays/memoranda at any time. The participant further grants permission for the data collected to be used in fulfilment of the requirements for the degree **PhD** including a report, and an article to be submitted to University of Stellenbosch, and any future publication(s).

The data collected will be used for research purposes only; the researcher undertakes neither to disclose the identity of any of the participants, nor the origin of any of the statements made by any of them. However, the undersigned participant understands that in terms of the ideals of the study's methodology that the researcher is obliged to make use of verbatim statements from the transcribe taped interviews and/or excerpts from solicited essays and/or any other visual (e.g. photographs) in order to illustrate the world of the research participants and their perspectives in the research report.

The participant grants permission for the audio recording and that the researcher may also make notes of her/his views and experiences. The participant undertakes to give a true representation of her/his perspective and/or her/his experiences.

I, the undersigned participant, agree to meet at mutually agreeable times and duration(s) or other means of communication, e.g. by e-mail, as reasonably necessary to enable the researcher, Michelle van Reenen to gain a thorough understanding of my experiences and views of the system researched. I further acknowledge that I received a copy of this agreement and that I may contact any one of the under mentioned if I have any subsequent queries.

Signature of research subject: _____

Title, initials & surname: _____

Date: _____

Place: _____

Researcher: Michelle van Reenen

Tel: 0832810232

E-mail: michelle@singisa.co.za

Research promoter: Prof W.J. Schurink.

Tel: (012) 809 0647

Cell: 082 779 2294

E-mail: wjs@webafrica.org.za

Appendix E:

Interview Schedules

DATE	PARTICIPANT	DURATION	CITY
11 June	Participant 8	1 hrs	Johannesburg
11 June	Participant 9	1 hrs	Johannesburg
12 June	Participant 4	2 hrs	Johannesburg
12 June	Participant 7	1 hrs	Johannesburg
13 June	Participant 10	1 hrs	Johannesburg
13 June	Participant 11	1 hrs	Johannesburg
25 July	Participant 7	2 hrs	Johannesburg
25 July	Participant 8	2 hrs	Johannesburg
26 July	Participant 10	2 hrs	Johannesburg
26 July	Participant 9	1.45 hrs	Johannesburg
27 July	Participant 11	1.45 hrs	Johannesburg
3 September	Participant 4	1.30 hrs	Cape Town
7 September	Participant 2	1.30 hrs	Cape Town
13 September	Participant 6	1.15 hrs	Cape Town (telephonic)
27 September	Participant 5	1.15 hrs	Cape Town
27 September	Participant 3	1.15 hrs	Cape Town
27 September	Participant 4	1.15 hrs	Cape Town
16 November	Participant 1	2 hrs	Cape Town (telephonic)
12 May	Participant 12	1. hr	Cape Town
21 May	Participant 13	1. hr	Cape Town

Appendix F:

Coach Supervision Research

From: Michelle Van Reenen
Sent: 09 April 2013 10:53
To: xx
Subject: coach supervision research

Dear xx

Once again, thanks again for participating in the interviews and for the reading of your script. I am currently in the process of interpreting and analysing these. As mentioned previously, I would contact you should I have a follow up question/s, which I now do. I hope that you will once again, assist me with this.

I would like you to reflect on your role as an internal coach and in particular, any ethical dilemmas that you have experienced as I am interested in these. Please could you describe what these were. How have you managed to resolve them? Are there any strategies/ways that you use in resolving them? In other words, how do you go about resolving them? (As much detail as you can give would be useful here). Are there some that are still unresolved and if so, why? As an internal coach, what is useful/important for you in resolving these ethical dilemmas?

Please could you e-mail to me your responses, by the latest 22 April. It will be treated in the same confidential way as before.

I look forward to hearing from you.
Kind regards

Appendix G:

Research Transcript

From: Michelle Van Reenen
Sent: Thursday, December 06, 2012 9:08 PM
To: [xx](#)
Subject: research transcript

Dear xx

Gosh, how this year has flown!

As promised, attached is the transcript of the 2nd interview I had with you for my research. It has taken me quite long to get these done – and for me to quality edit them as well.

Please note, that this is not a verbatim transcript i.e. not including “uhms” and “ahs”. Also, certain parts of our conversation may not be included where I deem it not relevant for analysis.

In the transcript, you are R4 and in my final research report you will be R4. Names of peers, bosses and other companies will not be included to ensure anonymity. You are Y; other people are referred to as X, Z (e.g. Lee is X) etc. xxx will be referred to as Co A. Some of these might not be used consistently throughout the transcript at the moment. That does not matter as I will not be working with this more carefully when I start my analysis.

Please will you, when you have a moment:

- Carefully read the transcript and verify that it is an accurate reflection of the interview.
- Let me know whether there is anything that is sensitive and needs to be changed. If you could alert me to that and I will be happy to make these changes.
- Give me any other key reflections or points you may want to add (perhaps, something that you may have forgotten to tell me, or something that emerges for you when you read the transcript? It will be most interesting to hear these, given that some time has now past.

Thank you again for your time and for sharing so honestly with me. It was most interesting to hear about yourself and your coaching journey thus far.

I might request a brief session with you in a few months' time, when I am doing my analysis and may want to check my understanding with you.

Much appreciated,

Appendix H:

OPEN CODING: list of codes using Atlas.ti (extract)

Code-Filter: All

HU: doctorate interviews

File: [C:\Users\Incredible\Documents\Scientific Software\ATLAS.ti\TextBank\doctrate interviews.hpr7]

Edited by: Super

Date/Time: 2013-08-31 16:05:46

COACHUNDERSTANDING.IC_also receive coaching
COACHUNDERSTANDING.IC_begin personal journey
COACHUNDERSTANDING.IC_contracting in relationship important
COACHUNDERSTANDING.IC_enjoy continuous learning
COACHUNDERSTANDING.IC_important to frame coaching
COACHUNDERSTANDING.IC_model-meaning & fulfillment
COACHUNDERSTANDING.IC_pay it forward
COACHUNDERSTANDING.IC_performance vs meaning strategy
COACHUNDERSTANDING.IC_reward is feedback from clients
COACHUNDERSTANDING.IC_support function to other initiatives
COACHUNDERSTANDING.IC_you chose the amount of work
COACHUNDERSTANDING.MNG_confidentiality is crucial
COACHUNDERSTANDING.MNG_harnessing strengths
COACHUNDERSTANDING.MNG_improve your skills
COACHUNDERSTANDING.MNG_coach credible
COACHUNDERSTANDING.MNG_properly trained
COACHUNDERSTANDING.MNG_trust process because of org
COMMUNITIESOFPRACTICE_build trusting relationships
COMMUNITIESOFPRACTICE_common journey
COMMUNITIESOFPRACTICE_course safe space
COMMUNITIESOFPRACTICE_developed confidentiality amongst ourselves
COMMUNITIESOFPRACTICE_Going-on of coaching in org
COMMUNITIESOFPRACTICE_have a coaching conversation
COMMUNITIESOFPRACTICE_help & support each other
COMMUNITIESOFPRACTICE_not self-organising
COMMUNITIESOFPRACTICE_sense of belonging
COMMUNITIESOFPRACTICE_share difficult experiences
COMMUNITIESOFPRACTICE_share experiences & stories
COMMUNITIESOFPRACTICE_share knowledge
COMMUNITIESOFPRACTICE_shared purpose
COMMUNITIESOFPRACTICE_sharing personal self
COMMUNITIESOFPRACTICE_special connections
COMMUNITIESOFPRACTICE_tap into network for other things
CONTRACTFORMAL_coaching agreement
CONTRACTFORMAL_confidential agreement
CONTRACTINFORMAL_boundary management
CONTRACTINFORMAL_coach & client
CONTRACTINFORMAL_coach has choice
CONTRACTINFORMAL_confidential & contained
CONTRACTINFORMAL_conflict of interests

CONTRACTINFORMAL_electronic
CONTRACTINFORMAL_feedback to coaches
CONTRACTINFORMAL_mentoring vs coaching
CONTRACTINFORMAL_no code of conduct
CONTRACTINFORMAL_no constraint of trade
CONTRACTINFORMAL_no reports
CONTRACTINFORMAL_not content
CONTRACTINFORMAL_sup gets feedback
DILEMMAS.IC_boundary management
DILEMMAS.IC_can't coach sub
DILEMMAS.IC_client's agenda vs org interest
DILEMMAS.IC_client leaves the org
DILEMMAS.IC_client not paying
DILEMMAS.IC_coaching levels

Appendix I:

OPEN CODING: list of codes and frequency using Atlas.ti (extract)

Code neighbours list**Code-Filter: All**

HU: doctorate interviews

File: [C:\Users\Incredible\Documents\Scientific Software\ATLAS.ti\TextBank\doctrate interviews.hpr7]

Edited by: Super

Date/Time: 2013-08-31 17:21:01

Code: CONTRACTINFORMAL_sup gets feedback {1-0}

Code: DILEMMAS.IC_boundary management {2-0}

Code: DILEMMAS.IC_can't coach sub {1-0}

Code: DILEMMAS.IC_client's agenda vs org interest {1-0}

Code: DILEMMAS.IC_client leaves the org {1-0}~

Comment:

not sure if delemma but have shown it as.

Code: DILEMMAS.IC_client not paying {1-0}

Code: DILEMMAS.IC_coaching levels {1-0}

Code: DILEMMAS.IC_confidentiality issues {5-0}

Code: DILEMMAS.IC_conflict of interest {2-0}

Code: DILEMMAS.IC_continuos cancellation or postponement {1-0}

Code: DILEMMAS.IC_dual role {2-0}

Code: DILEMMAS.IC_environment {1-0}

Code: DILEMMAS.IC_full selves {1-0}

Appendix J:

AXIAL CODING: list of family codes and codes using Atlas.ti (extract)

Code Families

HU: doctorate interviews
 File: [C:\Users\Incredible\Documents\Scientific Software\ATLAS.ti\TextBank\doctrate interviews.hpr7]
 Edited by: Super
 Date/Time: 2013-09-25 14:17:52

Code Family: ATTRIBUTES OF A SUPERVISOR

Created: 2013-09-03 09:51:45 (Super)

Codes (8): [ATTRIBUTES.SUP_appreciates the growth & learning of coaches] [ATTRIBUTES.SUP_coaching incl other experiences] [ATTRIBUTES.SUP_embodies coaching] [ATTRIBUTES.SUP_knowledgeable resource] [ATTRIBUTES.SUP_not just theoretical knowledge] [ATTRIBUTES.SUP_plays key role] [ATTRIBUTES.SUP_prior comprehensive coaching training] [ATTRIBUTES.SUP_world class attitude]
 Quotation(s): 10

Code Family: ATTRIBUTES OF INTERNAL COACHES

Created: 2013-09-03 09:29:14 (Super)

Codes (25): [ATTRIBUTE.IC_enjoy continuous learning] [ATTRIBUTE.IC_understand bus] [ATTRIBUTES.IC_be in a good personal space] [ATTRIBUTES.IC_belief in coaching] [ATTRIBUTES.IC_credibility] [ATTRIBUTES.IC_feel part of coaching process] [ATTRIBUTES.IC_focus entirely on client] [ATTRIBUTES.IC_high level of responsibility] [ATTRIBUTES.IC_integrity] [ATTRIBUTES.IC_life and business experience] [ATTRIBUTES.IC_maintain confidentiality] [ATTRIBUTES.IC_more experience than client] [ATTRIBUTES.IC_need to be supervised] [ATTRIBUTES.IC_older] [ATTRIBUTES.IC_open to receiving feedback] [ATTRIBUTES.IC_openness to learning] [ATTRIBUTES.IC_performing in org] [ATTRIBUTES.IC_respect] [ATTRIBUTES.IC_self-awareness] [ATTRIBUTES.IC_trustworthy] [ATTRIBUTES.IC_uphold leadership style of org] [ATTRIBUTES.IC_uphold principles of org] [ATTRIBUTES.IC_uphold values of org] [ATTRIBUTES.IC_wisdom] [ATTRIBUTES.IC_withhold judgement]
 Quotation(s): 26

Code Family: BENCH MARKING MODEL

Created: 2013-09-19 11:00:36 (Super)

Codes (17): [SUPMODELS.SUP_benchmark model] [SUPMODELS.SUP_bm.coachability] [SUPMODELS.SUP_bm.confidentiality within] [SUPMODELS.SUP_bm.develop awareness of coaching] [SUPMODELS.SUP_bm.feedback] [SUPMODELS.SUP_bm.feedback to sup] [SUPMODELS.SUP_bm.follow up if trend] [SUPMODELS.SUP_bm.immediate feedback] [SUPMODELS.SUP_bm.immediate learning] [SUPMODELS.SUP_bm.most development] [SUPMODELS.SUP_bm.not compulsory] [SUPMODELS.SUP_bm.not necc sup] [SUPMODELS.SUP_bm.purpose] [SUPMODELS.SUP_bm.skills dev] [SUPMODELS.SUP_bm.some don't like] [SUPMODELS.SUP_bm.somebody else coaching you] [SUPMODELS.SUP_bm.very relevant]
 Quotation(s): 37

Code Family: COACHING IMPORTANCE

Created: 2013-09-03 10:52:47 (Super)

Codes (15): [COACHIMPORTANCE.IC_contracting in relationship important] [COACHIMPORTANCE.IC_important to frame coaching] [COACHIMPORTANCE.IC_pay it forward] [COACHIMPORTANCE.IC_you chose the amount of work] [COACHIMPORTANCE.MNG_properly trained] [COACHIMPORTANCE.MNG_coach credible] [COACHIMPORTANCE.IC_have quality & standards] [COACHIMPORTANCE.IC_level of professionalism] [COACHIMPORTANCE.IC_maintain our reputation] [COACHIMPORTANCE.IC_prestige attached to coaching] [COACHIMPORTANCE.IC_selecting good coaches] [COACHIMPORTANCE.IC_self selection by coaches] [COACHIMPORTANCE.MNG_confidentiality] [COACHIMPORTANCE.MNG_confidentiality is crucial] [COACHIMPORTANCE.MNG_safety]
 Quotation(s): 13

Code Family: COACHING MODEL CHANGE

Created: 2013-09-03 11:06:05 (Super)

Codes (5): [COACHINGMODEL.CHANGE._as demand increases need more full-time] [COACHINGMODEL.CHANGE._coaches not voluntary] [COACHINGMODEL.CHANGE._coaching incl in job] [COACHINGMODEL.CHANGE._diff reward structure] [COACHINGMODEL.CHANGE._diff supervision model]
 Quotation(s): 6

Code Family: COACHING PROBLEMS

Created: 2013-09-03 11:22:37 (Super)

Codes (13): [COACHINGPROBLEMS.IC_internal lesser than external perception] [COACHINGPROBLEMS.IC_not coaching] [COACHINGPROBLEMS.IC_not incl in appraisals] [COACHINGPROBLEMS.IC_take on more clients] [COACHINGPROBLEMS.MNG_coaches too senior] [COACHINGPROBLEMS.MNG_day job priority] [COACHINGPROBLEMS.MNG_diff to measure] [COACHINGPROBLEMS.MNG_don't understand coaching] [COACHINGPROBLEMS.MNG_give back to org] [COACHINGPROBLEMS.MNG_insufficient requests] [COACHINGPROBLEMS.MNG_not core skill] [COACHINGPROBLEMS.MNG_not experienced] [COACHINGPROBLEMS.MNG_not paid]

Quotation(s): 18

Code Family: COACHING VALUE

Created: 2013-09-03 11:38:35 (Super)

Codes (27): [COACHINGVALUE.IC_also improved in own job & person] [COACHINGVALUE.IC_bring meaning & impact] [COACHINGVALUE.IC_support to changes] [COACHINGVALUE.IC_value from coaching community] [COACHINGVALUE.MNG_better deal with issues] [COACHINGVALUE.MNG_better manage] [COACHINGVALUE.MNG_better self-awareness] [COACHINGVALUE.MNG_developmental tool] [COACHINGVALUE.MNG_good learning] [COACHINGVALUE.MNG_help improve teams] [COACHINGVALUE.MNG_know & understand strengths] [COACHINGVALUE.MNG_recommend to team] [COACHINGVALUE.ORG_access more of org] [COACHINGVALUE.ORG_better understand org] [COACHINGVALUE.ORG_cheaper alternative] [COACHINGVALUE.ORG_develop cultural change] [COACHINGVALUE.ORG_improve org hr processes] [COACHINGVALUE.ORG_include development prog.] [COACHINGVALUE.ORG_innovative process] [COACHINGVALUE.ORG_self dev impact bottom line] [COACHINGVALUE.ORG_skills apply to all people interactions] [COACHINGVALUE.ORG_unlocking talent] [COACHVALUE.IC_reward-feedback from clients] [COACHVALUE.IC_start personal journey] [COACHVALUE.IC_support function to other initiatives] [COACHVALUE.MNG_harnessing strengths] [COACHVALUE.MNG_improve your skills]

Quotation(s): 37

Code Family: COMMUNITIES OF PRACTICE BENEFITS

Created: 2013-09-03 14:29:12 (Super)

Codes (13): [COMMUNITIESOFPRACTICE_all common journey] [COMMUNITIESOFPRACTICE_build trusting relationships] [COMMUNITIESOFPRACTICE_created safe space] [COMMUNITIESOFPRACTICE_have confidentiality] [COMMUNITIESOFPRACTICE_help & support each other] [COMMUNITIESOFPRACTICE_not self-organising] [COMMUNITIESOFPRACTICE_resource about coaching in org] [COMMUNITIESOFPRACTICE_sense of belonging] [COMMUNITIESOFPRACTICE_share experiences] [COMMUNITIESOFPRACTICE_shared purpose] [COMMUNITIESOFPRACTICE_sharing of self] [COMMUNITIESOFPRACTICE_special connections] [COMMUNITIESOFPRACTICE_tap into network for other things]

Quotation(s): 20

Code Family: CONTRACT Informal

Created: 2013-09-03 16:21:33 (Super)

Codes (7): [CONTRACTFORMAL_coaching agreement] [CONTRACTFORMAL_confidential agreement] [CONTRACTINFORMAL_coach & client] [CONTRACTINFORMAL_no code of conduct] [CONTRACTINFORMAL_no constraint of trade] [CONTRACTINFORMAL_no reports to mngers] [CONTRACTINFORMAL_sup & coach]

Quotation(s): 16